

A G E N D A

National Collegiate Athletic Association

Division I Women's Basketball Issues Committee

NCAA National Office
Indianapolis, Indiana

September 11-12, 2012

1. Welcome and review of meeting schedule. [Supplement No. 1]
2. Approval of May 22, 2012 NCAA Women's Basketball Issues Committee telephone conference report. [Supplement No. 2]
3. Update on iHoops initiatives. (Derrick Godfrey)
4. Women's Collegiate Basketball Officiating, LLC update. (Tina Krah)
5. Men's Basketball Issues Committee update. [Supplement No. 3] (Lynn Holzman)
6. Committee on Women's Athletics and Minority Opportunities and Interests Committee update. [Supplement No. 4] (Karen Morrison and Kim Ford)
7. Identification of strategic initiatives and next steps.
 - a. State of the game.
 - b. Length of season and impact on quality of play.
 - c. Image of the game – who is responsible?
 - d. Return on investment.
 - e. Sporting behavior – coaches and players.
 - f. Marketing, involvement of coaches in process.
 - g. Grass roots marketing.

8. Presidential Reform update.
 - a. Enforcement Working Group update. [Supplement Nos. 5a and 5b] (LuAnn Humphrey)
 - b. Rules Working Group update. [Supplement No. 6] (Holzman)
 - c. Student-Athlete Well Being Working Group update. (Jackie Campbell)
9. Leadership Council Women's Basketball Recruiting Subcommittee update and discussion. [Supplement No. 7] (Myndee Kay Larsen)
10. Academic Issues update.
 - a. Changes to initial eligibility standards, outreach efforts and possible recruiting rules change. [Supplement Nos. 8a, 8b, 8c and 8d] (Diane Dickman)
 - b. Two-four transfer requirements. [Supplement No. 8e] (Dickman)
 - c. Four-four transfer requirements. [Supplement No. 8f – to be distributed] (Dickman)
 - d. Summary of APR data and penalties. [Supplement No. 8g] (Tiese Roxbury)
 - e. Update on APP changes. [Supplement No. 8h] (Dickman)
 - f. Update on other academic issues under review. (Dickman)
11. WBCA update. [Supplement No. 9] (Beth Bass)
12. Engagement of national office.
13. Other business.
14. Adjournment.

NCAA DIVISION I WOMEN'S BASKETBALL ISSUES COMMITTEE
SCHEDULE OF EVENTS

NCAA National Office
Indianapolis, Indiana

September 11-12, 2012

Tuesday, September 11

2 p.m.	Meeting convenes.	Chancellors & Presidents
5:30 p.m.	Dinner.	Chancellors & Presidents
7 p.m.	Meeting recesses.	Chancellors & Presidents

Wednesday, September 12

7:30 a.m.	Breakfast.	Fairfield Inn & Suites Marriott
8 a.m.	Meeting reconvenes.	Chancellors & Presidents
Noon	Lunch.	Chancellors & Presidents
2 p.m.	Meeting adjourns.	Chancellors & Presidents

**REPORT OF THE
NCAA DIVISION I WOMEN'S BASKETBALL ISSUES COMMITTEE
MAY 22, 2012 TELECONFERENCE**

ACTION ITEMS.

1. Legislative Items.

- None.

2. Nonlegislative Items.

- **Committee Chair.**

- (1) Recommendation. The committee recommends that Carolyn Campbell-McGovern, Deputy Executive Director, The Ivy League be approved to serve as chair of the Women's Basketball Issues Committee.
- (2) Effective Date. September 1, 2012.
- (3) Rationale. Carolyn Campbell-McGovern is a proven leader in the membership. In her short tenure on this committee has shown her ability to be an excellent chair and a person the committee strongly recommends.
- (4) Estimated Budget Impact. None.
- (5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. Presidential Retreat Initiatives.

- a. The committee was reminded of the work completed to date by the NCAA Division I Committee on Academic Performance and several of the Transforming Intercollegiate Athletics Working Groups (i.e., Student-Athlete Well Being, Resource Allocation). It was noted that the concept of a miscellaneous expense allowance continues to be supported by the NCAA Division I Board of Directors.

The working group has circulated to the membership and various constituent groups, three possible options for this type of educational expense allowance. The working group will evaluate the feedback prior to making a final recommendation to the Board of Directors. The Resource Allocation Working Group essentially has completed its work, with the issues of the appropriate number of

contests/competition in each sport and non-coaching personnel limitations being referred to the Rules Working Group in its examination of Bylaws 17 (Playing and Practice Seasons) and 11 (Athletics Personnel).

- b. The committee received an update on the Enforcement Working Group's progress with creating a multi-level NCAA rules violation structure, an enhanced penalty structure for NCAA rules infractions and re-establishing a sense of shared responsibility among the interested individuals and entities in intercollegiate athletics. The committee was informed of the working group's intent to create greater accountability for head coaches in the infractions process.
- c. The committee received an update on the Rules Working Group's charge, progress and timeline. Highlights included a review of the different opportunities for feedback on specific concepts and how the membership, conferences and coaches associations are being engaged in feedback efforts. A few specific concepts in recruiting were noted (e.g., eliminating restrictions on modes of communication with prospects, establishing one communication trigger date, recruiting materials) and how those discussions may impact the Leadership Council Women's Basketball Recruiting Subcommittee. The anticipated timeline and issues associated with the review of Bylaw 17 (Playing and Practice Seasons), such as maximum contest limitations, was also reviewed.

2. NCAA Division I Leadership Council Women's Basketball Recruiting Subcommittee.

- The committee received the listing of the members serving on the Women's Basketball Recruiting Subcommittee along with the anticipated timeline.

The concepts of the women's basketball recruiting model were reviewed and the committee recommended that an off campus contact for juniors be added as a discussion concept to the model. Information regarding the recruiting model has been shared with all conferences and feedback will be reviewed by the subcommittee in preparation for a report to the Leadership Council for its October meeting.

Committee Chair: Muffet McGraw, University of Notre Dame, Big East Conference

Staff Liaison(s): Jacqueline Campbell, Division I governance

Lynn Holzman, academic and membership affairs

Tina Krah, championships and alliances

Michelle Perry; championships and alliances

NCAA Division I Women's Basketball Issues Committee May 22, 2012 Teleconference	
Participants	Absentees
Ken Bothof, University of Wisconsin, Green Bay	Anya Covington, University of Wisconsin, Madison
Carolyn Campbell-McGovern, The Ivy League	Brian Giorgis, Marist College
Donayle Canada, Mid-American Conference	Teresa Kuehn-Gould, University of California, Berkley
Susan Hagens, University of Vermont	
Cindy Hartmann, Duke University	
Carolayne Henry, Mountain West Conference	
Muffet McGraw, University of Notre Dame	
Shannon Reynolds, WBCA	
Janice Ruggiero, University of New Mexico	
Coquese Washington, Pennsylvania State University	
Annette Watts, Jacksonville State University	
Carla Williams, University of Georgia	
Jacqueline Campbell, Division I governance	
Lynn Holzman, academic and membership affairs	
Tina Krah, championships and alliances	
Michelle Perry, championships and alliances	

**REPORT OF THE
NCAA DIVISION I MEN'S BASKETBALL ISSUES COMMITTEE
JUNE 4, 2012, TELECONFERENCE**

ACTION ITEMS

- None

INFORMATIONAL ITEMS

1. **New Legislation Impacting Division I men's basketball.** The NCAA Division I Men's Basketball Issues committee engaged in a discussion of the new Division I men's basketball recruiting model, on-campus evaluations of prospective student-athletes and summer access to entering and enrolled student-athletes. The committee offered the following comments:
 - a. There were some logistical issues with the April nonscholastic events that should be addressed prior to next year, including delayed admission to observe event activities due to registration procedures, commingling of prospective student-athletes and coaches outside the venue prior to the 6 p.m. start time and contests beginning after 10 p.m.
 - b. Academic year recruiting opportunities should be evaluated to determine if attendance at nonscholastic activities during April should be excluded from the current 130 recruiting days.
 - c. Consideration should be given to relaxing communication restrictions with scholastic coaches attending certified events.
 - d. On-campus evaluations have received considerable support among the mid-major conferences. Among concerns noted have been cost of additional insurance coverage, recruiting equity and the inability of more than four enrolled student-athletes to participate in such activities with the prospective student-athlete after April 15.
 - e. There was unanimous support for the increased access between coaches and players during the summer vacation period.
2. **Preseason Practice Model.** The committee expressed support for the adoption of NCAA Division I Proposal Nos. 2011-84-A and 2011-85, which in men's basketball,

would specify that an institution shall not commence on-court practice sessions prior to the date that is 40 days prior to the institution's first regular season contest and would limit the institution to no more than 30 days of countable athletically related activities prior to its first regular season contest. Jim Haney, executive director for the National Association of Basketball Coaches (NABC) reported that in a survey of Division I coaches (approximately 250 respondents), over 70% supported the change that would mirror the preseason practice model that currently exists in Division I women's basketball. Staff noted that the NCAA Division I Legislative Council tabled the proposals at its April meeting, but could act on them at its October meeting; however, the proposals would not become effective until the 2013 season.

3. **Sanctioned Summer Leagues.** The committee did not recommend any changes to the current regulations governing enrolled student-athletes participating in sanctioned summer leagues during the summer vacation period.
4. **NCAA Men's Basketball Rules Committee Meeting Update.** The committee received a report from the recent Men's Basketball Rules Committee, which focused on recommendations being forwarded for consideration to the NCAA Playing Rules Oversight Panel in the area of playing surface requirements and block/charge calls and continued clarification of officiating guidelines governing bench decorum. The committee offered the following comments:
 - a. Policies for enforcement of the playing surface requirements need to be developed and administered effectively so as to avoid placing game officials in a difficult position of weighing the potential negative ramifications of cancelling/delaying of a contest versus the potential health and safety risks of the participants.
 - b. Greater emphasis also should be placed on the conduct of game officials and behavior that escalates inappropriate bench decorum.
5. **Professional Draft Withdrawal Deadline.** The committee noted confusion resulting from the discrepancy in the date for enrolled student-athletes to remove their names from the NBA draft and the actual date for entering the NBA draft, noting that the current NCAA rule does not preclude a student-athlete from entering the draft after the day before the first day of the spring National Letter of Intent signing period. The committee

directed Jim Haney to discuss this matter further with the Division I men's basketball coaches to determine if future adjustments to the current NCAA rule are warranted.

6. **Transfer Issues.** The committee engaged in a discussion regarding the significant number of Division I men's basketball student-athletes who seek transfers from the institution in which they originally enrolled. The committee supported the establishment of an Ad Hoc group, with appropriate representation from the coaching community, academic community and student-athletes to develop appropriate solutions that respect the decisions and opportunities for student-athletes who seek a transfer, but at the same time are supportive of the investments and commitments colleges and universities have made in these young men. The committee further noted that recent changes in the Division I men's basketball recruiting model to provide earlier and increased access to prospective student-athletes as well as increased summer access between coaches and players should facilitate more sound recruiting decisions and promote relationship building, thus resulting in an improved retention rate in men's basketball.

Committee Chair: Mitch Barnhart, University of Kentucky, Southeastern Conference

Staff Liaison(s): Stephen A. Mallonee; Academic and Membership Affairs

Byron Hatch; Championships and Alliances

Franklin Smith; Enforcement

June 4, 2012	
Attendees	Absentees
Whit Babcock, University of Cincinnati, Big East Conference	Tim Cass, University of New Mexico, Mountain West Conference
Mitch Barnhart, University of Kentucky, Southeastern Conference	Mark Hollis, Michigan State University, Big Ten Conference
Barry Collier, Butler University, Horizon League	Floyd Kerr, Morgan State University, Mid-Eastern Athletic Conference
James Dickey, University of Houston, Conference USA	
Jim Haney, NABC	
Sandra Hatfield Clubb, Drake University, Missouri Valley Conference	
Robert Lineburg, Radford University, Big South Conference	
Dave Loos, Austin Peay State University, Ohio Valley Conference	

Rob Mullens, University of Oregon, Pac-12 Conference	
Rob Spear, University of Idaho, Western Athletic Conference	
Jon Steinbrecher, Mid-American Conference	
Ted Woodward, University of Maine, Orono, America East Conference	
NCAA Staff Liaisons in attendance: Byron Hatch, Steve Mallonee, Franklin Smith	
Future Committee members in attendance as observers: Ritchie McKay, University of Virginia, Atlantic Coast Conference	



Inclusion Strategic Initiatives





“My definition of inclusion is about truly engaging our differences to make us and our decisions better. Diversity is about securing differences; inclusion is about engaging them. We must understand the difference between seeking out contrasting points of view and perspectives on the one hand and attempting on the other hand to force all differences into one perspective. The former is inclusion; the latter is assimilation. Our goal with inclusion is to engage.”

Dr. Mark Emmert, *President, NCAA*

Table of Contents

Introduction — Inclusion Strategic Initiatives	2
Student-Athletes with Disabilities in Intercollegiate Athletics.....	4
Racial and Ethnic Minorities in Intercollegiate Athletics	7
International Student-Athletes in Intercollegiate Athletics.....	10
Lesbian, Gay, Bisexual and Transgender Communities in Intercollegiate Athletics	12
Women in Intercollegiate Athletics	14
Inclusion Statement.....	17

Introduction — Inclusion Strategic Initiatives

The NCAA has a long history of supporting fair representation in its governance system for diverse administrators, coaches, faculty and student-athletes. The Association has also committed significant resources to educational programming, the professional development of women and minorities, as well as postgraduate scholarship support for former student-athletes pursuing careers in athletics.

The NCAA has restructured and refocused its diversity and inclusion effort under the leadership of President Mark Emmert. While maintaining a commitment to education and development, priorities of the inclusion effort have shifted to include strategies to develop a culture that recognizes and values diversity as a means to organizational excellence and to providing better service to the ever-more-diverse and complex higher education community and our student-athletes. The Inclusion Initiative at the NCAA emphasizes that an inclusive culture is the best approach to achieving diversity. It represents a shift from embracing diversity as a metric to encouraging inclusion as a value in leadership and decision-making processes.

The NCAA Executive Committee in 2010 adopted a framework for inclusion to guide the Association's efforts:

As a core value, the NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning environment for all student-athletes and enhance excellence within the Association.

The Office of Inclusion will provide or enable programming and education, which sustains foundations of a diverse and inclusive culture across dimensions of diversity including, but not limited to age, race, sex, class, national origin, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation and work experiences.

Inclusion means change; it means challenge; it means discomfort at times, but it also means tremendous creativity and visioning. Inclusion equates to a stronger workforce. A diverse workforce and inclusive climate enables employers to tap into a varied knowledge base and make full use of contributions from all employees.

Inclusion in intercollegiate athletics, as in all areas of the campus, starts with the president. Presidents and chancellors must set an unwavering tone acknowledging the value of diversity and equally importantly, the practice of inclusion. The mission of higher education includes creating and fostering a diverse community where male and female students from all backgrounds, races, ethnicities, national origin, with differing experiences, who look at life through dissimilar lenses converge to learn and grow from each other. This commitment should resonate throughout the athletics department and will then be demonstrated by our student-athletes. In many cases, athletics has led the institution in seeking a more diverse student-athlete population. The doors to many higher education opportunities throughout the nation were opened to students of color in part because they already were open to student-athletes of color. This initiative seeks to further that leadership.

The enterprise represents a shift in primary focus from development and delivery of programmatic elements to advocacy for best practices and policy decisions that strengthen the Association's commitment to seeking out diverse viewpoints.

Four priorities have emerged through two years of dialogue with the NCAA membership and affiliate organizations:

- Increased engagement of university presidential leadership;
- Increased partnership and dialogue with affiliate organizations that support inclusive efforts in higher education;
- Exploration of policy initiatives that advance an inclusive culture in intercollegiate athletics; and
- A national office system that can model an inclusive business environment.

The NCAA has restructured its internal inclusion team, elevating the groups work to a reporting line with the executive vice president/chief inclusion officer, organized its international affairs efforts under a director, and articulated inclusion as one of the five national office beliefs. Cultural sensitivity to inclusion has been built into performance metrics for the national office and is being promoted and recommended as best practices for athletics programs. The NCAA is expanding its Equity & Inclusion Forum to provide educational programming and discussion of best practices across these broader inclusion topics beginning with the 2012 event. The Association has also restructured its governance system, by

- Placing a president or chancellor from each division on the Committee on Women's Athletics (CWA) and one from each division on the Minority Opportunities and Interests Committee (MOIC), and conducting joint sessions of these two committees, twice per year;
- Balancing representation on those committees equally amongst divisions; and
- Identifying three new joint subcommittees to address broader inclusion topics: Disabilities; Minority Women and Lesbian, Gay, Bisexual and Transgender (LGBT) experiences.

The fall 2011 NCAA Inclusion Summit brought university presidents and chancellors, faculty, coaches, administrators and student-athletes, as well as affiliate organizations together to discuss inclusion effort priorities, best practices and strategic objectives. More than 400 individuals attended the event, in person and via the largest webcast in NCAA history. This document represents the strategic initiatives garnering the greatest discussion and support for the NCAA's inclusion efforts in the next three years.

"At the heart of the NCAA's initiative is creation of a culture that recognizes differences as being every bit as profound and essential to problem solving as the gathering and analysis of data or the exercise of good judgment. In the past the national office has focused primarily on professional development programming to increase the diversity of the pipeline for leadership positions and preparing individuals from diverse backgrounds to assume leadership roles within intercollegiate athletics. This focus will continue but the overall approach will include an increased focus on working with the membership and our higher education affiliates on growing an inclusive climate, supported by presidential leadership and institutional and association policy. Our over-arching goal with these initiatives is to improve the culture of athletics and help people realize that diversity in decision-making processes results in better decisions and more successful organizations. Our educational communities are ever-more diverse...intercollegiate athletics can and should continue to lead the way to an inclusive learning environment for our student-athletes."



Bernard Franklin, executive vice president, chief inclusion officer

Student-Athletes with Disabilities in Intercollegiate Athletics

Background and Current Landscape:

As one of its core values, the NCAA believes in and is committed to an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds.

A long time policy of inclusion in relation to student-athletes from various ethnic minority groups and the adoption of a strong position in women's sports are tangible indicators of the Association's commitment. In further recognizing and acting upon this value, the NCAA is increasing efforts to provide opportunities to student-athletes with education-impacting and physical disabilities.

According to 2007-08 National Center for Education Statistics, 11 percent of undergraduate students reported having a disability. Students with disabilities are defined as those that have one or more of the following conditions: a specific learning disability, a visual impairment, hard of hearing, deafness, a speech disability, an orthopedic impairment, or health impairment.

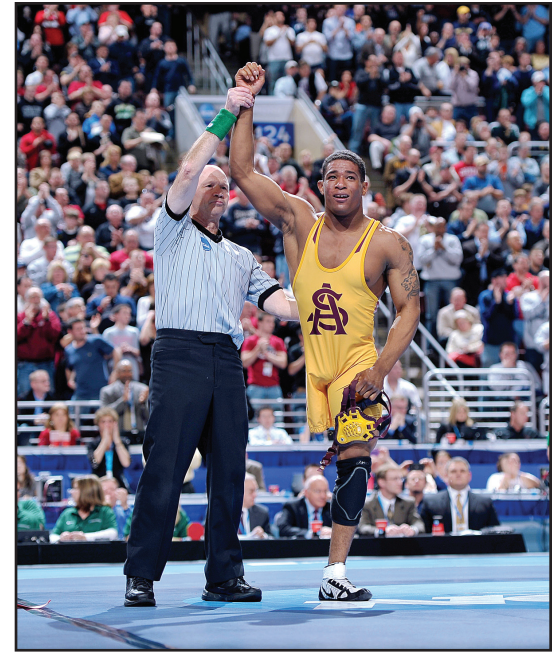
Fewer than 10 state high school athletics associations and less than 15 colleges and universities offer adaptive interscholastic or intercollegiate sports programs for students with disabilities and none are under the auspices of the NCAA or compete for an NCAA championship. As a result, students with disabilities have disproportionately fewer opportunities to participate in scholastic and/or intercollegiate varsity sports, whether it be an opportunity to compete on a currently established team or in an adaptive sport (e.g., wheelchair basketball, sled hockey, etc.). The primary athletics competition opportunities that exist for disabled students currently exist at select schools that offer participation opportunities through intercollegiate club sports or other options most commonly overseen by an institution's recreation department.

In specifically addressing those disabilities that impact learning, the NCAA adopted provisions in 2008 in its divisional by-laws to provide accommodation to students with education-impacting disabilities. The NCAA has defined an education-impacting disability as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation.

The larger inclusion movement in society has had a profound effect on access to college for students with some form of learning disabilities. Federal law has required that students with disabilities be educated in the least restrictive environment, resulting in a growing percentage of students with disabilities enrolled at NCAA member institutions.

There are a number of key barriers that have prevented more opportunities for participation in sport and physical activity for students with disabilities, particularly those with physical disabilities. They include:

- 1) Lack of policies detailing a program or educational institution's obligations to provide physical activity and sport opportunities for individuals with disabilities at all levels, including intercollegiate. Unlike Title IX, which has clear and specific regulations and policy guidelines detailing schools' obligations to provide equitable athletic opportunities and resources to female athletes, specific regu-



lations or guidelines detailing schools' obligations to provide equitable athletic opportunities and resources to athletes with disabilities do not exist under the Rehabilitation Act or the Americans with Disabilities Act.

- 2) Lack of information and resources to guide expansion of athletics opportunities at the intercollegiate athletics level for administrators and coaches to provide inclusive environments for individuals with disabilities.
- 3) Already strained economic resources that are necessary to establish adaptive sports programs.
- 4) Lack of awareness by parents and youth with disabilities as to their rights to access and participate in physical activity and sport programs.
- 5) Lack of persistent advocacy and communication with lawmakers.

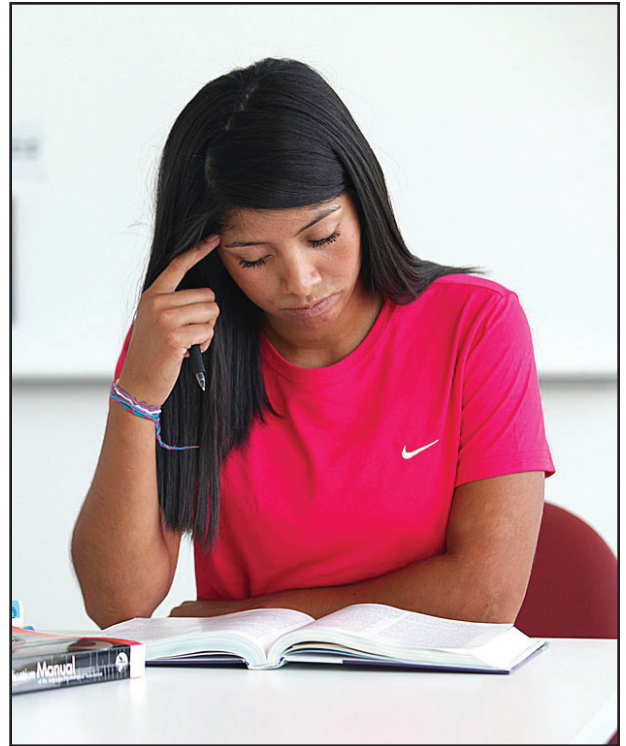
STRATEGIC INITIATIVE	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
Reinforce the NCAA's commitment to inclusion in relation to all student-athletes in traditionally underrepresented groups by linking to and raising awareness towards a goal for increased athletics opportunities for student-athletes with disabilities.		
<ul style="list-style-type: none"> Utilize growth in female athletics opportunities since Title IX passage as an example of the possibilities for increasing athletics opportunities for student-athletes with disabilities. 	Presidents/chancellors, diversity/inclusion officers, athletics administrators, faculty, coaches and student-athletes.	Increased number of advocates within membership established to champion growth of athletics opportunities for student-athletes with disabilities — On-going
<ul style="list-style-type: none"> Address institutional expectations toward issues relating to student-athletes with disabilities within NCAA Institutional Performance Program (pending upcoming federal guidelines). 	Athletics administrators and coaches.	Appropriate attention given towards institutional responsibilities toward student-athletes with disabilities within the NCAA Institutional Performance Program — On-going.
<ul style="list-style-type: none"> Include the student-athletes with disabilities population consistently in communications from the national office (e.g., web, conventions/forums, and print media) that pertain to dimensions of inclusive cultures. 	Presidents/chancellors, athletics administrators, faculty, coaches, student-athletes.	Acknowledgement of student-athletes with disabilities as a recognized diversity dimension in the same frequency as LGBT, women, and minority issues in 2012 and on-going.
Develop legislative infrastructure necessary for growth of sports targeted for student-athletes with disabilities.		
<ul style="list-style-type: none"> Identify and select individuals to comprise student-athletes with disability subcommittee. 	Presidents/chancellors, athletics administrators, student-athletes, faculty and subject matter experts.	Student-athletes with disability subcommittee convened by Fall, 2012.
<ul style="list-style-type: none"> Establish student-athletes with disabilities subcommittee focus and strategic direction. 	CWA/MOIC joint student-athletes with disabilities subcommittee	Subcommittee objectives established to support the integration of student-athletes with disabilities within the NCAA championship structure by Summer, 2013.

STRATEGIC INITIATIVE	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
<ul style="list-style-type: none"> • Exploration of emerging sport process for adaptive sports serving student-athletes with disabilities. 	NCAA membership.	Viability of emerging sports process for adaptive sports serving student-athletes with disabilities determined by end of 2014.
Share best practices pertaining to the support of student-athletes with disabilities.		
<ul style="list-style-type: none"> • Expose membership to a vision of increased athletics opportunities for student-athletes with disabilities. 	Presidents/chancellors, diversity/inclusion officers, faculty, athletics administrators, coaches and student-athletes.	Host presenters/speakers from within the student-athlete with disability community at NCAA sponsored events from 2012-2014.
<ul style="list-style-type: none"> • Seek partnerships and collaborations with external entities to collectively communicate challenges and solutions regarding opportunities for student-athletes with disabilities in higher education athletics programs. 	Civil rights, sports, health and fitness, education, and advocacy communities.	Consistent growth realized in number/quality of collaborations built with individuals and organizations with similar goals beginning in 2012 through 2014.
<ul style="list-style-type: none"> • Develop best practices for inclusion into a comprehensive inclusion best practices document to create awareness to issues, resources for information, and guidance. 	Presidents/chancellors, diversity/inclusion officers, faculty, athletics administrators, coaches and student-athletes.	Best practices publication delivered to each athletics department within membership in 2013.
<ul style="list-style-type: none"> • Communicate success stories related to student-athletes with disabilities via NCAA communication mediums. 	Presidents/chancellors, diversity/inclusion officers, faculty, athletics administrators, coaches, student-athletes and general public.	Heightened awareness in membership and society as to the benefits of athletics participation for individuals with disabilities and their athletic accomplishments beginning in 2012 and on-going.

Racial and Ethnic Minorities in Intercollegiate Athletics

Background and Current Landscape:

During the last 10 to 15 years there has been an increased awareness and sensitivity to the issues and challenges of racial/ethnic minorities across the landscape of intercollegiate athletics as it relates to the engagement, hiring, and inclusion within both the administrative and coaching ranks. The NCAA Office of Inclusion has within its restructuring efforts sought to bring a heightened awareness of these stated issues and challenges to college and university presidents by engaging them as decision makers. The picture painted regarding the current landscape as it relates to administration and coaching is bleak.



Although there have been some successes in the realms of administration and coaching there have also some setbacks. At the highest level of leadership within intercollegiate athletics about 84 percent of the presidents and chancellors are males. Approximately 34 percent of the presidents are reported as racial/ethnic minorities.

In the position of director of athletics only 11.7 percent racial/ethnic minority males and females are reported at this position for Divisions I, II and III, 80.6 percent of all directors of athletics were male. In the base year of 1995-96, 8.7 percent of all directors of athletics were racial/ethnic minorities, 84 percent were male. When looking at all leadership positions (director of athletics, associate director of athletics and assistant director of athletics, the number of racial/ethnic minorities has increased from 229 in 1995-96 to 680 in 2010-11).

There has been an increase in the number of racial/ethnic minorities in the position of head coach in the past 15 years. In 1995-96 there were 736 racial/ethnic minority head coaches of women's teams (10.3 percent) and in 2010-11 there were 1,457 racial/ethnic minority head coaches of women's teams (14.5 percent). In 1995-96 there were 721 racial/ethnic minority head coaches of men's teams (9.8 percent) and in 2010-11 there were 1,214 racial/ethnic minority head coaches of men's teams (13.8 percent). For the sport of football there are currently 12.6 percent racial/ethnic minority head coaches in all three divisions.

STRATEGIC INITIATIVES	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
<ul style="list-style-type: none"> Develop an NCAA-sponsored Search Firm Summit. 	Identified search firms and advocacy group representatives.	Determine needs of search firms when seeking to identify candidates, obtain better understanding of role search firms play in hiring process, share inclusion best practices for hiring and develop relationship to better assist in diversifying candidate pools by Summer 2012.
<ul style="list-style-type: none"> Effectively tell the accurate story of the diversity of the national office leadership through media outlets. Identify awards and initiatives that can be used as platforms to celebrate successes. Use Champion Magazine, NCAA.org, National Convention, Divisional conference newsletters and other communication pieces as additional outlets. Development of resource materials and enhancement of online resources, and visibility within the membership to share information and increase awareness of available professional development programming. 	Public and membership of NCAA.	Increased awareness by the public and NCAA membership regarding diversity of the senior staff, and national office inclusion initiative. Use available communication tools to tell story – Ongoing.
<ul style="list-style-type: none"> NCAA/MOAA Award for Diversity and Inclusion. 	NCAA membership – institutions and conference offices, and MOAA membership.	Identification and celebration of best practices and celebration of institutions that foster an inclusive climate on their respective campuses or conference offices. January 2013 inaugural award to be awarded at NCAA Convention and to be awarded annually in the future. Promotion regarding the award will start in January at the 2012 NCAA Convention.
<ul style="list-style-type: none"> Development of hiring best practices resources. 	NCAA membership and affiliate advocacy groups.	Development of a resource tool to assist the membership when hiring. This will serve as an inclusion best practices resource tool that will be used to share best practices for building inclusive cultures by fall 2012.

STRATEGIC INITIATIVES	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
<ul style="list-style-type: none"> Provide Inclusion presentations at Presidential meetings, conferences or summits. 	Presidential leadership at conference and board of directors meetings.	Increased engagement of presidents on inclusion initiatives to provide strategic direction for the initiative. Division II - April 2012, and January 2013 and attendance at spring and fall conference meetings. Division III – Summer and Fall 2012 PAG and Presidential meeting. Division I – TBD.
<ul style="list-style-type: none"> Hispanic Serving Institutions (HSIs) and Emerging HSIs presidential summit and development of NCAA HSIs and Emerging HSIs Advisory Working Group. 	NCAA membership presidents and chancellors of all HSIs and Emerging HSIs.	Increased engagement of presidential leaders to address the specific needs of the Hispanic/Latino populations of our membership by fall 2012.
<ul style="list-style-type: none"> Identification of presidential champions – schedule institutional visits, develop a video project to incorporate into resource materials. 	36 chancellors and presidents from three divisions (12 per division) to be identified.	Increased support of presidents and chancellors in all divisions to support inclusion efforts, 2012-2014.
<ul style="list-style-type: none"> Conduct focus groups to determine baseline feedback regarding institutional and conference climates – develop and conduct institutional survey to measure membership climate regarding inclusion. 	NCAA membership.	Obtain baseline data needed to conduct a full institutional survey to determine the membership climate regarding inclusion. Focus groups will take place 2013 and development and conducting of survey in 2014.
<ul style="list-style-type: none"> Development of a membership report card to measure or grade institutional and or conference offices success around creating inclusive cultures. 	NCAA membership.	Ability to score institutions and conference offices on success in hiring and development of inclusive cultures. After determining support of chancellors and presidents around initiative it will be conducted in 2014.
<ul style="list-style-type: none"> Expansion of current research grants program to support diversity and inclusion specific dissertation level research. 	NCAA membership graduate level research students.	In conjunction with NCAA research grant process, seek to fund diversity specific research efforts designed to address key areas of inclusion. Awarding of first grants will take place in 2013.

International Student-Athletes in Intercollegiate Athletics

Background and Current Landscape:

The technological revolution of the past two decades has dramatically changed American life. Barriers and borders have fallen, and instantaneous communication through a variety of interactive mediums has facilitated the free flow of information globally.



Over the past 20 years, higher education also has expanded worldwide. Colleges and universities are increasingly seeking partnerships with counterparts in other countries to enhance academic collaboration, expand curricular offerings, advance joint research, and prepare their students with the international experiences and cross-cultural tools needed in their future careers. The international student population has increased and a record number of American students are choosing to study abroad, reflecting a strong commitment to the value of an international academic experience to prepare them to live and work in a more global society.

According to the Open Doors report that is published annually by the Institute of International Education with support from the US. Department of State's Bureau of Educational and Cultural Affairs the number of international students in the United States increased by 2.9 percent to an all time high of 690,923.

China sends the highest number of students to the United States followed by India and then South Korea. Most students are matriculating at universities in California, New York and Texas, but Midwest states like Illinois, Michigan, Ohio and Indiana also are in the top 10 for hosting international students. In 2008-09 Open Doors reports that 171 US campuses each hosted more than 1,000 international students. In intercollegiate athletics, the numbers also have grown.

Ten years ago there were approximately 6,000 student-athletes identified as nonresident aliens, that number more than doubled by 2007-08, and trends indicate that the percentage is increasing. International student-athletes currently make up about six to seven percent of the student-athlete population. In the past five years prospective student-athletes from 161 countries have registered with the NCAA Eligibility Center.

The top 14 nations from which NCAA student-athletes come include Canada, the United Kingdom, France, Sweden, Germany, Australia, South Africa, Nigeria, Senegal, Turkey, Brazil, Lithuania, Mexico and Israel. While there have not been significant numbers of Asian student-athletes at this point, given the number of general students from this region, it is fair to assume that population will increase. In the next two decades, American higher education may look very different from how it does now. International collaborations will be the norm, and students and student-athletes will be globally transient.

International student-athletes add much to the learning environment within intercollegiate athletics but also face a number of issues not faced at the same level by the general student population including the international student population. For example, international student-athletes travel more often within the United States than the general international student population and may encounter discrimination associated with immigration statutes or other challenges based on their national origin. Some international student-athletes face language barriers, difficulties in adjusting to a new sports culture, acclimatization issues, and isolation.

STRATEGIC INITIATIVE	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
Enhance understanding of issues faced by international student-athletes.		
<ul style="list-style-type: none"> Administer institutional climate surveys to determine issues that face international student-athletes and what support is needed from the national office. 	General student-athlete population/ International student-athletes/athletics administrators/coaches.	Develop and administer survey by fall 2012. Synthesize the data by January 2013.
Develop resources and programming related to retention and climate to enhance the educational experience for international student-athletes.		
<ul style="list-style-type: none"> Develop cultural competence diversity training for athletics department staff and student-athletes that can be tailored to institutional need. 	General student-athlete population/ coaches/ administrators.	Develop cultural competence training by Spring 2013. Make training available to the membership during the 2013-14 academic year, evaluate training annually.
<ul style="list-style-type: none"> Increase opportunities for institutions to share best practices on issues impacting international student-athletes (e.g., visas, work permits, acclimatization). 	Administrators/coaches.	Create a best practices webpage on NCAA.org by fall 2013. Evaluate effectiveness of resource annually.
<ul style="list-style-type: none"> Create a communication network (e.g., Facebook/Twitter) to foster community among international student-athletes. 	International student-athletes.	Create a Facebook page (or other social networking tool) by fall 2013. Evaluate networking tool – fall 2014. Annually increase number of fans.
<ul style="list-style-type: none"> Filter policy and legislative proposals that may impact the international student-athlete population. 	International student-athletes/administrators/ coaches.	Establish a working group that will discuss and make recommendations related to policy and legislative proposals that may impact international student-athletes – fall 2012. Eliminate instances where policy or legislation that may have an adverse impact on international student-athletes is adopted without a full vetting of the issues.
<ul style="list-style-type: none"> Develop additional resources based on identified need. 	International student-athletes/ administrators/coaches/general student-athlete population.	Review survey results by fall 2013 and determine whether additional programming is needed.
Increase the availability of language specific information about the NCAA.		
<ul style="list-style-type: none"> Translate key NCAA publications into 4 primary languages (Spanish, French, German, and Portuguese). 	International student-athletes/ general public.	Translate five publications by fall 2012 and make them available electronically. Revise publications annually. Translate two additional publications (or as needed) annually beginning in 2013.

Lesbian, Gay, Bisexual and Transgender Communities in Intercollegiate Athletics

Background and Current Landscape:

The NCAA has woven the discussion of lesbian, gay, bisexual and transgender (LGBT) student-athletes and the experience of its athletics professional experience into its educational programs and governance work for several years, but the attention to LGBT equity and experience in athletics has accelerated in the last few years.

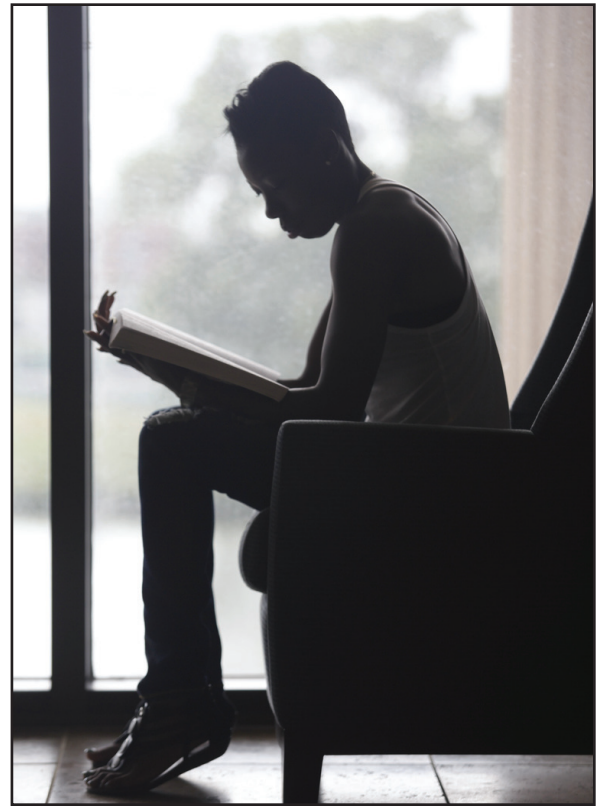
Traditionally the NCAA Association-wide Committee on Women's Athletics (CWA) has advanced projects related to the LGBT community. The NCAA Convention has included LGBT educational sessions and the NCAA Gender Equity Forum regularly includes LGBT topics.

The NCAA co-sponsored a Think Tank in 2006 with affiliates – the National Center for Lesbian Rights and the Women's Sports Foundation "It Takes a Team" project — developing best practices and discussion points related to negative recruiting and homophobia. In 2011 the NCAA's Executive Committee adopted policy and best practices related to transgender student-athlete participation as sponsored by the Committee on Women's Athletics (CWA) and Competitive Safeguards and Medical Aspects of Sports Committee (CSMAS).

The NCAA's on campus diversity education programs consistently find LGBT instruction as one of its most-often requested topics.

No NCAA-conducted research focuses specifically on LGBT student-athlete experience, but some research touches on these communities and outside research projects continue to inform about LGBT students and student-athletes in higher education.

A recent Pennsylvania State University campus climate project receiving responses from over 8,000 student-athletes nationally revealed five percent self-identified as LGB and seven total identified as transgender. The expanded inclusion governance effort approved in 2011, bringing CWA and the Minority Opportunities and Interest Committee together and adding presidential representation, has identified the LGBT community as a point of focus for future endeavors.



STRATEGIC INITIATIVE	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
Address the educational environment for LGBT student-athletes to ensure fairness and access.		
<ul style="list-style-type: none"> Focus research to identify issues specific to LGBT student-athletes' participation and educational opportunities. 	NCAA LGBT student-athletes in partnership with governance groups such as SAAC and the Sportsmanship Committee.	Conduct and review findings of research. fall 2012.
<ul style="list-style-type: none"> Develop and distribute comprehensive best practices. 	Presidents/chancellors; conference commissioners; athletics directors, athletics staff and coaches, student-athlete advisory committees.	Best practices developed and membership attention focused through materials and presentations on these topics. Winter 2013.
<ul style="list-style-type: none"> Develop LGBT-specific training targeting athletics staff and coaches to promote the best practice concepts. 	NCAA coaches and administrators, staff.	Trainings taken to conference meetings and membership gatherings. Fall 2013.
Address athletics environments to improve the professional experience of LGBT coaches and administrators.		
<ul style="list-style-type: none"> Best practice and training development plan for student-athletes described above can be applied to this target. 	NCAA coaches, administrators, staff.	Development and distribution of resources. Training programs incorporated into NCAA professional development programs and governance training. Throughout 2013 and 2014.
<ul style="list-style-type: none"> Build alliances with affiliates working to improve LGBT experience in higher education. 	Affiliates and NCAA staff.	Expanded contacts and mutual efforts. Ongoing.

Women in Intercollegiate Athletics

Background and Current Landscape:

Women have been participating in intercollegiate athletics and its management for a century. Since 1972 when Congress passed Title IX of the Education Amendments to the Civil Rights Act of 1964 women have experienced exponential growth in participation opportunities, but varied growth in athletics financial aid, treatment and professional opportunities. The NCAA does not enforce Title IX, but educates the membership on equity topics at its annual Forum, the NCAA Convention, Regional Rules seminars, conference and school meetings, and extensive online resources such as the Equity and Title IX Manual. The NCAA Constitution expects Association members to adhere to state and federal gender equity laws and currently requires some level of equity planning in all three divisions. The NCAA has sponsored women's championships since 1981 and currently offers championships in 20 sports to more than 26,000 female student-athletes.



Since the NCAA Gender Equity Task Force of 1992, the NCAA has tracked women's opportunities through several research reports, managed an emerging sports program that has seen four sports move to championship status, and provided significant support for professional development programs targeting women as coaches and administrators, as well as female student-athletes as potential future athletics professionals. The NCAA's Association-wide Committee on Women's Athletics, reporting to all three divisional leadership committees and indirectly to the presidential Executive Committee, continues its work to champion women's fair treatment. The designation of a senior woman administrator, the highest ranking female member of an institution or conference staff, is designed to provide women a voice and influence decision-making with the senior staff of that organization. The NCAA's governance structure also requires that committees consist of at least 35 percent women, providing another avenue for women's representation.

Women as student-athletes:

- Women have access to 43 percent of the NCAA's athletics participation opportunities: 191,131 female participants in 2010; 252,946 male participants. 9,746 women's teams participate in NCAA sports and 8,568 men's teams.
- Men's and women's participation opportunities continue to climb. Soccer and track and field have the highest number of female participants. Softball, basketball, volleyball, cross country, swimming and diving, and tennis follow in that order as the sports with the next highest number of female participants.
- In 2010-11, the sport with the highest number of women's teams added was golf with 26, followed by indoor track and field, outdoor track and field, cross country, golf and tennis. The women's sport that has been added the most since 1988-89 is soccer with 635 new programs in the NCAA.
- The 2005-06 NCAA Gender Equity report indicated that women received recruiting funds at the following levels: Division I FBS (29 percent), FCS (33 percent) and No FB (43 percent); Division II (36 percent) and Division III (35 percent). Men's athletics received a greater proportion of the total expenditures in all divisions in 2005-06. The divisions with the highest proportion of spending on women's athletics

were Division I No FB with 48 percent followed by Divisions III and II with 44 and 42 percent respectively. Division III reported the largest increase, increasing two percent to 44 percent.

Women as coaches:

- Prior to the passage of Title IX, women worked as head coaches of women's teams at a rate of approximately 90 percent of those positions. Women now composed only 39.5 percent of the head coaching positions of women's teams and less than 3 percent of the head coaching positions of men's teams.
- 49 percent of women's teams assistant coaches are women. Only 8.3 percent of those coaches are minority women.
- The percentage of racial and ethnic minority women's head coaches was 13.9 percent. Minority women composed only 5.2 percent of the head coaching positions in women's sports.

Women as Administrators:

- Women fill 30 percent of the NCAA athletic director, associate athletic director and assistant athletic director positions. Minority women comprise only 12.6 percent of the jobs in those three categories.
- In Division I, women are 9 percent of the athletic directors (2.3 percent are minority women); Division II – 16.2 percent (3.7 percent minority women); Division III – 28.8 percent (1.6 percent minority women).
- Women's highest percentage of representation in athletics positions are as administrative assistants, life skills coordinators and academic advisors.
- Women as conference commissioners increased 12.6 percent (from 7.4 to 20.0) from 1998-99 to 2009-10: Division I -18.9 percent; Division II - 26.6 percent; Division III - 4.3 percent.

STRATEGIC INITIATIVE	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
• Advance women's professional development and advancement.	Women administrators, coaches and students interested in intercollegiate athletics careers; hiring and athletics leaders and conference offices.	
• Raise awareness on the status of women in athletics and Title IX requirements.	All NCAA members, campus authorities, the media and the public.	Status report and awareness campaign tied to the 40th anniversary of Title IX. Summer 2012.
• Address hiring authorities and search firms regarding expanded candidate pools; work with affiliate organizations (NACWAA, Alliance of Women Coaches) to develop active databases for female professionals' resumes.	Presidents/chancellors; conference commissioners; athletics directors.	Database participation for coaches and administrators. A publication for hiring authorities. Ongoing.
• Expand NCAA governance opportunities.	Women and minority athletics professionals.	Training program developed for women and minorities available through web-cast. Participation target levels TBD. Fall 2012.
• Enhancement of the role of the SWA.	Athletics directors and conference commissioners.	Number of presentations including this topic for target audiences. Resource of best practices – Spring 2012. Discussions at gatherings of these officials through 2015.

STRATEGIC INITIATIVE	TARGET POPULATION	MEASURABLE OUTCOMES/TIMELINE
<ul style="list-style-type: none"> Professional training programs to regional sites. 	Female coaches, administrators and student-athletes interested in careers in athletics.	Four annual regional programs for up to 100 administrator participants; 200 coach participants. Two women's leadership symposiums annually. Support of the Alliance regional programming. 2012 and beyond.
Enhanced learning and professional environment for women and minority women.		
<ul style="list-style-type: none"> Best practices and training on topics including sexual harassment and violence; and coach and fan behavior. 	All staff and coaches on campus and at conferences through their respective leadership.	Resource on best practices related to harassment and violence distributed widely to the membership. Winter 2012. Coach and fan behavior through work with the Sportsmanship Committee. Ongoing.
<ul style="list-style-type: none"> Expanded NCAA Equity & Inclusion Forum to address broader issues of inclusion. Further development of the joint CWA-MOIC committee structure to address minority women opportunities. 	Campus and athletics administrators, coaches, faculty, Title IX & Diversity officers.	Expanded program offerings and diversity of attendees. Spring 2013.
Expand women's participation opportunities and financial support for female student-athletes.		
<ul style="list-style-type: none"> Expand and support the NCAA Emerging Sports for Women program to grow new participation opportunities. Explore expanded brackets for women's championship opportunities. 	NCAA governance groups and campus and conference leaders.	Add triathlon to the emerging sport list; grow rugby and sand volleyball sponsorship. Next three years. Complete divisional bracket review for budgeting and participation. 2014.
<ul style="list-style-type: none"> Require effective equity planning by all NCAA member schools for assessment of current status and improvement action. 	NCAA governance groups and campus and conference leaders; campus Title IX coordinators.	Divisional planning requirements mandated with effective format and campus review at the presidential level. Next three years.



As a core value, the NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning environment for all student-athletes and enhance excellence within the Association.

The Office of Inclusion will provide or enable programming and education, which sustains foundations of a diverse and inclusive culture across dimensions of diversity including, but not limited to age, race, sex, class, national origin, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation and work experiences.

Adopted by the NCAA Executive Committee, April 2010

Primary Contacts

Bernard Franklin – bfranklin@ncaa.org (*Executive Vice President, Chief Inclusion Officer*)

Kimberly Ford - kford@ncaa.org (*Minority Inclusion*)

Karen Morrison - kmorrison@ncaa.org (*Gender Inclusion and LGBT*)

Delise O'Meally - domeally@ncaa.org (*International Student-Athletes*)

Chris Ruckdaschel - cruckdaschel@ncaa.org (*Disability*)

Executive Summary of Final Report

NCAA Working Group on Collegiate Model – Enforcement **August 2012**

In August 2011, NCAA President Mark Emmert met with over 50 presidents and chancellors of member institutions to address the erosion of public trust in intercollegiate athletics. The presidents identified several areas of concern, including the need to refocus the Association's enforcement program to place greater emphasis on those violations that most seriously denigrate the collegiate model. They also focused on the need to provide strong disincentives to deter violations. The Working Group on Collegiate Model - Enforcement ("working group") was charged with recommending revisions of the current enforcement program to protect the collegiate model and restore public trust in collegiate sports and the NCAA.

The working group circulated an Interim Report in February 2012 outlining its preliminary proposals. The working group sought and received feedback from the membership, the NCAA staff, members of the Committee on Infractions ("COI") and members of the Infractions Appeals Committee ("IAC"). After reviewing the feedback, the working group submits its Final Report together with proposed revisions to Bylaw 19. The working group's recommendations include significant changes to the current violation and penalty structures and to the infractions review process.

It is important to note at the outset that the current COI has provided helpful feedback and insights throughout this process and is committed and receptive to change. The COI is comprised of hard-working and capable individuals. The changes recommended in this report reflect recognition of the significant amount of work involved in the process and of the membership's expressed desire for greater consequences for violations.

Implementation of a Four-Tier Violation Structure

The working group recommends implementing a new four-level violation structure that identifies with greater precision the relative severity of infractions by using the following classifications: Level I – Severe Breach of Conduct; Level II – Significant Breach of Conduct; Level III – Breach of Conduct; and Level IV – Incidental Infractions. This structure will provide member institutions and involved individuals more detailed notice of the nature and gravity of alleged infractions and better ensure enforcement efforts are focused on behaviors that clearly violate NCAA enduring values.

Distinctions between the most serious violations and corresponding penalties will be further refined based on aggravating and mitigating factors in a case. Specifically, Level I and II violations will be sub-classified as aggravated, standard or mitigated, and the COI may prescribe penalties from a higher or lower range based on its weighing of these factors.

Adoption of Penalty Guidelines for Core Penalties

As revised, Bylaw 19 would include penalty guidelines clearly specifying core penalties for Level I and II cases. Based on the message from the August 2011 presidential meeting, and on membership input, these penalty guidelines represent a ratcheting up of typical penalties. After determining the appropriate sublevel (aggravation, standard or mitigation) for Level I or II cases, the COI will prescribe a penalty from a range of set penalty guidelines in each of the following areas: (a) competition limitations; (b) financial penalties; (c) scholarship limitations; (d) recruiting limitations; (e) probation; (f) when applicable, show-cause orders. If extenuating circumstances are found, the COI will have discretion to depart from the core penalties. The COI will also retain discretion to apply additional penalties and to consider the impact on student-athletes who were not involved in the violation. Although the COI retains some discretion to prescribe the appropriate mix of penalties for a particular case, it is expected that the penalties for these Level I and II cases will be significantly more stringent than those for the current major cases.

- Although the "repeat violator" terminology does not appear in the proposed bylaw, the concept will be expanded by treating violation history as an aggravating factor for purposes of calculating a penalty. When warranted by the circumstances, the so-called "death penalty" in current Bylaw 19.5.2.1.2 will be available.
- Core penalties will include head coach suspensions, through show-cause orders, for Level I and II violations by the coach's staff where the coach has not promoted an atmosphere of compliance or monitored staff, and in certain cases resolved through Level III procedures. Head coaches must set the tone for compliance within sport programs and will be held accountable for oversight when violations occur.
- The new bylaw also is designed to provide greater accountability for the leadership of member institutions. Specifically, COI decisions in certain cases may identify head coaches, presidents or chancellors, directors of athletics, and/or any individual with direct responsibility and oversight of the athletics department, even where those individuals were not directly involved in the underlying violations. If appropriate, the COI may identify the chair or other members of the institution's governing body in the public decision as well.
- A new penalty structure will allow the COI to prescribe effective penalties, provide predictability through fixed penalty ranges, and better delineate between individual and institutional responsibility for infractions. It also will deter violations because institutions and involved individuals will know that any advantage gained from committing a violation will be outweighed by the corresponding penalty.

Expansion of the Committee of Infractions and Streamlining Review of Alleged Infractions

The following proposals are examples of many procedural recommendations designed by the working group to expedite resolution of alleged violations with fairness and transparency:

- Expand the COI to no more than 24 members, including the following individuals (if possible): current or former university presidents or other senior institutional administrators, current or former directors of athletics, former NCAA coaches, representatives from conference offices, university faculty (including faculty athletics representatives), athletics administrators with compliance experience and members of the general public with legal backgrounds. A larger COI will decrease individual workload, thereby encouraging service on the committee and expedite the timeline for resolution of cases.
- Level I and II cases will be heard by panels of five to seven COI members. The current appeal process would remain largely the same. Level III cases would be processed by the enforcement staff, with appeals presented to a panel of the COI. Conferences would be responsible for resolving Level IV cases.
- Increased use of video or telephone conference hearings, increased opportunities for written submission of cases and broader use of the summary disposition process will allow institutions and involved individuals more control over the means by which cases are heard and make resolution more cost effective.

Increased Focus on Shared Responsibility and Institutional Integrity

The working group believes the Association should endeavor to expand the focus on the principles of shared responsibility and institutional integrity. Expectations of institutions, conferences and the enforcement staff should be clearly communicated so all parties understand their responsibilities at the outset and during an investigation of a potential Level I or II violation. Institutions and involved individuals should be recognized in the enforcement process for exceeding those expectations. The working group believes there are critical issues surrounding the notion of institutional integrity that go beyond the scope of the group's charge yet need to be addressed. To that end, the working group recommends that a separate group be charged with defining institutional integrity. The working group will make specific recommendations regarding the focus of institutional integrity and pledges its ongoing support to that group.


Other Changes to Bylaws 19 and 32

In addition to recommendations regarding the COI procedures and the penalty/violation structures, the working group also took the opportunity to update and streamline bylaws governing the enforcement program. For example, the working group recommends legislative



changes designed to codify current practices. The working group also recommends creating a single bylaw addressing the entire enforcement program rather than retaining Bylaws 19 and 32 separately.

Conclusion

These recommendations and others are discussed in greater detail in the full report, and many are codified in the proposed Bylaw 19. The working group believes the changes, if adopted, would support the NCAA's enduring values, further the Division I Collegiate Model and satisfy the charge assigned by the NCAA leadership.




Transforming Intercollegiate Athletics Collegiate Model Working Group – Enforcement



Review of Efforts

- August 2011 Presidential Retreat.
- Preliminary report to the membership (February 2012).
 - Survey, presentations, website.
- Interim report to the membership (April 2012).
 - Presentations (conferences, associations, etc.), website.
- Final report (August 2012) with a request for October vote.
 - Presentations and website.



Recommendations

- Four-tier violation structure.
- Process structure.
- Penalty structure.
- Accountability.
- Shared responsibility.



Four-tier violation structure

- Level I – Severe breach of conduct.
- Level II – Significant breach of conduct.
- Level III – Breach of conduct.
- Level IV – Incidental infractions.



Process Structure

- Expansion of Committee on Infractions.
- Process recommendations intended to increase efficiency of review of infractions.



Penalty Structure

- Core penalties and penalty guidelines for Levels I and II.
- Aggravating and mitigating factors.
- Classification of Level I and II cases.



Accountability

- Head coach responsibility.
 - NCAA Bylaw 11.1.2.1.
 - Legislative proposal – presumption of responsibility (Levels I and II) – October 30, 2012.
 - Head coach suspension through show cause – October 30, 2012.
 - Designated Level III (currently secondary) violations.
 - Head coach suspended when staff member commits violation.
 - Football and men's and women's basketball.
 - All sports.
- Presidents and directors of athletics.



Shared Responsibility

- Concepts specific to compliance efforts and investigations to better define expectations.
 - Conference offices **should notify** enforcement immediately upon receiving information that a Level I /II violation(s) may have occurred, and the conference office **may** be requested not to notify the institution involved with the alleged violation(s).
 - Institutions **should notify** enforcement as soon as it is determined that reasonably reliable information exists indicating that a Level I/II violation may have occurred.
- Feedback from conferences and directors of athletics.



Implementation

Violation(s)	Processed (hearing/SDR) before August 1, 2013	Processed (hearing/SDR) after August 1, 2013
Occurred before October 30, 2012	Current process and current penalties	New process and current or revised penalties, whichever is more lenient
Occurred before and after October 30, 2012	Current process and current penalties	New process and revised penalties unless conduct predominately occurred before October 30, 2012
Occurred after October 30, 2012	Current process and current penalties	New process and revised penalties



Next Steps

- August - October: Review report and provide feedback.
- October 30: Division I Board of Directors vote.
- October 2012 - August 2013: Prepare for implementation and educate membership.

MEMORANDUM

July 19, 2012

TO: NCAA Division I Board of Directors.

FROM: President Jim Barker, chair of the
NCAA Working Group on Collegiate Model – Rules.

SUBJECT: NCAA Working Group on Collegiate Model – Rules.

The NCAA Working Group on Collegiate Model - Rules continues its mission to help transform our regulatory culture into one in which the rules are consequential, enforceable and supportive of student success. During a July 13 teleconference, the working group reviewed the extensive feedback received to date from the membership. Based on the feedback, the working group considered concepts: (1) Supported by the membership; (2) Those supported, at least in part, but that require additional discussion; and (3) Concepts not supported by the membership (Attachments A and B). The working group agreed on concepts to be drafted as proposed amendments, identified others requiring additional discussion and reached consensus on those no longer considered by the working group.

The Rules Working Group and the NCAA Working Group on Collegiate Model - Enforcement continue to work together to ensure that a more flexible, common-sense rule book that protects and enhances the student-athlete experience is paired with an enforcement structure that will punish the most egregious violators – simply put, "smarter rules, tougher enforcement." (Attachment C)

Once drafted in legislative form, the concepts identified by the Rules Working Group will be made available to the membership in mid-August. This will kick off the second major feedback loop which will continue through the September cabinet and October council meetings and culminate with initial legislative recommendations forwarded to the Board in October. It is anticipated that the Board will take initial action on the first set (Phase I) of legislative proposals during its January 2013 meeting following discussion at the NCAA Convention.

Phase II of the Rules Working Group's reform agenda will include a review of NCAA Bylaw 15 (Financial Aid), Bylaw 17 (Playing Seasons) and the remainder of Bylaw 12 (Amateurism). Groups of key thought leaders for Phase II are being formed to work with the Rules Working Group and initial plans of action have been shared with the relevant Division I cabinets.

JB:ld

cc: Selected NCAA Staff Members

Overview of New Approach to NCAA Regulations

Commitments. *[Fundamental priorities and values agreed on by the Division I membership that furthers the Division I Collegiate Model.]*

The commitments include the commitment to:

- Amateurism;
- Fair Competition;
- Integrity and Sportsmanship;
- Institutional Control and Compliance;
- Student-Athlete Well-Being;
- Sound Academic Standards;
- Responsible Recruiting Standards; and
- Diversity and Inclusion.

[Comments: There seems to be consensus that the commitments identified are appropriate for Division I. The practical application of the commitment to fair competition has drawn the most discussion. Some are concerned about the long-term stability of the division, as these individuals believe moving away from the concept of competitive equity will further increase the chasm in Division I.]

General Provisions and Operating Bylaws. *[These express the desired outcomes of regulations and specific legislation to guide conduct.]*

Phase I review includes the following approaches to the provisions and bylaws:

1. NCAA Bylaw 11 (Athletics Personnel).

Division I membership supports changes to the regulations related to personnel to place greater emphasis on the establishment and compliance with institutional policies to govern contractual agreements, to eliminate some unnecessary levels of regulation and to reduce some costs through use of technology in the scouting of opponents. Finally, the Division I membership supports the establishment of enhanced methods to improve the education of and accountability of coaches.

2. Bylaw 12 (Amateurism).

Division I membership reaffirms that the collegiate model does not support payment to student-athletes for participation in sport, and the need to maintain a demarcation between professional sports and intercollegiate athletics, with a focus on the educational experience of student-athletes. The membership reaffirms its commitment to prohibiting the use of agents by student-athletes and unauthorized benefits received by professional organizations. The membership continues to examine how to best provide educational information to help students make informed decisions while not compromising their amateur status. There also is consensus that a more flexible application of actual and necessary expenses received without compromising amateur status is appropriate.

3. Bylaw 13 (Recruiting).

The Division I membership supports a significant level of deregulation in the recruitment of prospective student-athletes. Areas of increased emphasis (with accompanying penalties) include use of impermissible third-parties in the recruitment of prospective student-athletes, and improper tampering with currently enrolled student-athletes. Areas of re-regulation focus on aspects determined not to be meaningful or enforceable. The membership supports earlier access to prospective student-athletes to provide better information to the prospective student-athletes, and to require schools to determine their best practices to represent their institutions in the most appropriate manner. There continues to be some interest in some sport groups for sport-specific legislation in some areas.

4. Bylaw 16 (Awards, Benefits and Expenses).

Division I membership recognizes that individuals working directly with students are in the best position to determine a student's individual needs to help them work, earn a degree and develop the skills necessary to find a career and contribute to society. NCAA rules should not limit opportunities for institutions to provide reasonable services to help students grow and develop. The Division I membership also recognizes that campuses need to be able to provide reasonable medical expenses and services for the health, safety and physical and mental well-being for their student-athletes. This includes meeting the nutritional needs of all student-athletes in a less restrictive environment.

5. Bylaws 14 and 23 (Academics and Eligibility).

Division I membership acknowledges the academic reform efforts over the last decade have had many positive outcomes for student-athletes and institutions. The establishment of the NCAA Division I Academic Performance Program is holding teams accountable for its collective academic performance, and recognizing top-performing teams. Increased individual academic performance expectations for incoming, transfer and continuing students is designed to have better prepared and performing student-athletes. Enhancements will continue to be considered by the NCAA Division I Committee on Academic Performance and the NCAA Division I Board of Directors to meet the stated goal of improved academic performance. Emphasis will be placed on the academic preparedness and performance of all prospective and enrolled student-athletes, including the integrity of the credentials used to determine eligibility.

There is an increased interest in establishing a single bylaw to address all academic issues (individual and team) important to the Division I membership, and to more clearly distinguish bylaws with specific academic outcomes rather than other competitive equity/fairness issues. The Division I membership has expressed some interest in enhancing the progress-toward-degree requirements for semester-by-semester progress for all sports.

Phase 2 includes continued examination of issues related to amateurism, playing and practice season/time demands and financial aid models.

NCAA Working Group on the Collegiate Model - Rules Executive Summary of Initial Set of Recommendations - Operating Bylaws

Feedback and comments specific to the commitments and legislative concepts developed as a result of the work of the NCAA Working Group on the Collegiate Model - Rules continue to indicate overall support of the working group's charge to reduce the volume of unenforceable or inconsequential rules that do not support the NCAA's enduring values and to emphasize the most strategically important matters of the Association.

The Rules Working Group concepts that were initially developed and provided to the membership for feedback are summarized in this document based on the following categories and then distinguished by applicable bylaw:

- "Support" indicates initial Rules Working Group support for the concept based on membership feedback and the group's discussions. Therefore, the Rules Working Group intends to recommend the NCAA Division I Board of Directors take legislative action in January on the proposed concept.
- "Support/Needs Additional Discussion" indicates that the Rules Working Group and membership generally support the concept; however, additional work and development of that concept is necessary prior to forwarding to the Board. The Rules Working Group intends to further develop the concept (e.g., additional legislative details, collection and evaluation of data) by engaging the governance structure and other appropriate entities prior to moving the concept forward to the Board. No recommendation for legislative action by the Board is anticipated at this time.
- "Opposed" indicates that Rules Working Group and membership feedback is generally in opposition to the proposed concept and no legislative change will be recommended to the Board.

Concepts identified in the "support" category will be available in as proposed legislative amendments by mid-August. The proposals will be available on the Rules Working Group webpage through NCAA Connect (<http://www.ncaa.org/workinggroups>) or may be accessed through the Legislative Services Database for the Internet (*LSDBi*). The membership and governance structure is encouraged to continue its review of these concepts through the remainder of 2012. Feedback on the legislative proposals or any concept continuing to be discussed by the working group should be submitted to rulesworkinggroup@ncaa.org.

SUPPORT

NCAA Bylaw 11 (Athletics Personnel and Noncoaching Staff Limits)

- Eliminate regulations governing contractual agreements and compensation from sources outside of the institution.
- Eliminate regulations defining recruiting activities that must be performed by head or assistant coaches.
- Eliminate restrictions governing the number off-campus recruiters at one time.
- Prohibit all live in-person scouting or eliminate regulations governing scouting of opponents.*

Bylaw 12 (Amateurism)

- Establish a uniform definition of "actual and necessary" expenses.
- Calculate actual and necessary expenses over a calendar year rather than on an event-by-event basis in both individual and team sports for prospective student-athletes who have not enrolled full time at any collegiate institution.
- Establish a \$300 de minimus standard for individuals who receive above actual and necessary expenses from an otherwise permissible source.
- Eliminate regulations associated with competition-related expenses received from outside sources, excluding professional sports organizations, boosters and agents.
- Permit prospective student-athletes and student-athletes to receive up to actual and necessary competition-related expenses, pre and post-enrollment, in team and individual sports, from an amateur team or sponsor of the event.
- Expand opportunities for individuals to receive training expenses from governmental or provincial entities.
- Regulate student-athlete employment only by the requirement that compensation is for work actually performed and at a rate commensurate with the going rate in the locality.

Bylaw 13 (Recruiting)

- Establish that a prospective student-athlete who has signed a National Letter of Intent (NLI) (or for those institutions not subscribing to the NLI, a written offer of admission or financial aid) is no longer considered prospective student-athletes.
- Establish regulations that provide for earlier access with prospective student-athletes.
- Eliminate restrictions on the modes and number of recruiting communications.
- Eliminate legislation specific to publishing and providing admissions data, graduation rates, NCAA Division I Academic Progress Rate data, banned drug list and initial-eligibility standards to prospective student-athletes.

- Eliminate all recruiting publicity regulations after a prospective student-athlete commits to an institution, while maintaining prohibition against media presence during recruiting visits.
- Modify the camps and clinics legislation related to employment of prospective and current student-athletes.
- Eliminate restrictions on employment and participation of football prospective student-athletes, who are high school seniors, in institutional camps and clinics.
- Deregulate printed recruiting materials by eliminating restrictions on printed recruiting materials entirely or prohibit all printed recruiting materials except general correspondence.*

Bylaw 14 (Eligibility)

- Eliminate or modify legislation that is directly supported by institutional academic policy (e.g., early admission program waiver, designation of degree, standard 45-day period for temporary certification for all sports, high school all-star games - effect on eligibility).

Bylaw 16 (Awards, Benefits and Expenses)

- Provide discretion to institutions, conferences and the NCAA to determine specifics related to the timing of institutional awards.
- Permit institutions or the awarding agency to provide actual and necessary expenses for a student-athlete associated with noninstitutional awards for athletics accomplishments.
- Permit the NCAA, institution or conference to provide student-athletes any reasonable and appropriate academic support, career counseling or personal development services.
- Permit the NCAA, institution or conference to provide student-athletes reasonable and appropriate medical expenses and services.
- Replace all existing references to a student-athlete's parents, legal guardians or spouse to a "relative or individual of a comparable relationship" throughout Bylaw 16.
- Permit an institution to provide expenses to any "relative or individual of comparable relationship" or student-athletes to be present in situations of any illness or injury.
- Permit unlimited complimentary admissions to an institutional awards banquet to any "relative or individual of comparable relationship."
- Permit reasonable meals and food for a student-athlete's "relative or individual of comparable relationship" in conjunction with educational meetings, celebratory events, and on an occasional basis for other reasons.
- Permit the NCAA, conference or institution to provide reasonable entertainment in conjunction with, as determined by the institution, practice or competition.
- Permit an institution to provide actual and necessary expenses for a student-athlete's participation in practice, competition and when representing the institution in other events.

- Permit institutions to provide actual and necessary expenses related to national team tryouts, championship events, national team practice and competitions.
- Permit a student-athlete's relatives or individuals of a comparable relationship to receive nonmonetary benefits provided to the relatives or individuals of comparable relationships of all national team members in conjunction with practice and competition (e.g., eliminate only Olympic Games exception).

SUPPORT/NEEDS ADDITIONAL DISCUSSION

Bylaw 11 (Athletics Personnel)

- Eliminate the annual certification requirement for coaches.
- Coaching category and limitations:
 - Eliminate coaching categories.
 - Establish specific criteria for determining a countable coach.
 - Permit additional countable coaches in Football Bowl Subdivision (FBS) football.
 - Maintain the current number of strength and conditioning coaches (5) in FBS football.
 - Exclude graduate assistant coaches as countable coaches provided certain criteria are met.
 - Eliminate the volunteer coaching category and permit one or more additional countable coach in sports that allow volunteer coaches.
- Noncoaching Staff Members:
 - Establish numbers of noncoaching staff members who may be involved in supporting football and basketball programs.
 - Place limits on the number of noncoaching staff members in the bench area in football, men's and women's basketball.
- Require noncoaching staff members with sport-specific responsibilities in football, men's and women's basketball to have no previous professional or collegiate coaching experience as a head or assistant coach.
- Prohibit employment of individuals associated with prospective student-athletes in noncoaching categories in certain sports.

Bylaw 12 (Amateurism)

- Permit prospective student-athletes to sign a contract or written agreement that provides for more than actual and necessary expenses, provided the prospective student-athlete does not actually receive above actual and necessary expenses.
- Agents and Advisors:
 - Permit prospective and current student-athletes with non-opt-in-drafts to use an agent for purpose of deciding whether to turn professional
 - Permit prospective student-athletes, including two-year college and non-NCAA college athletes, to use an agent for purpose of deciding whether to turn professional.
- Change the current preferential treatment legislation.
- Change elements of the promotional activities legislation.

Bylaw 13 (Recruiting)

- Eliminate restrictions related to general advertising or promotional materials to solicit the enrollment of prospective student-athletes, while maintaining prohibition against personalized promotions.
- Develop more flexible recruiting calendars.
- Change restrictions governing official visits, and address issues through written institutional policies.
- Expand on-campus evaluations to all sports.

Bylaw 14 (Eligibility)

- Create an academic success operating bylaw that focuses on student-athlete and team academic success.
- Consider the appropriate definition of academic fraud and the role the NCAA should play in investigating and resolving allegations of academic fraud.
- Consider modifying current four-year transfer requirements to include academic components.
- Consider modifying progress-toward-degree requirements.

Bylaw 16 (Awards, Benefits and Expenses)

- Permit an institution or conference to provide student-athletes food during specified time periods, as a benefit incidental to participation.
- Provide former student-athletes the same benefits available to current student-athletes.

NO SUPPORT

Bylaw 11 (Athletics Personnel)

- Prohibit employment of coaches who remain employed in coaching prospective student-athletes participating on nonscholastic teams.
- Prohibit employment of individuals associated with prospective student-athletes in noncoaching categories in all sports.

Bylaw 12 (Amateurism)

- Permit a booster who lives in the locale of the prospective or enrolled student-athlete to provide payment based on performance.

Bylaw 13 (Recruiting)

- Eliminate regulations related to involvement of an institution and staff members in high school all-star games.

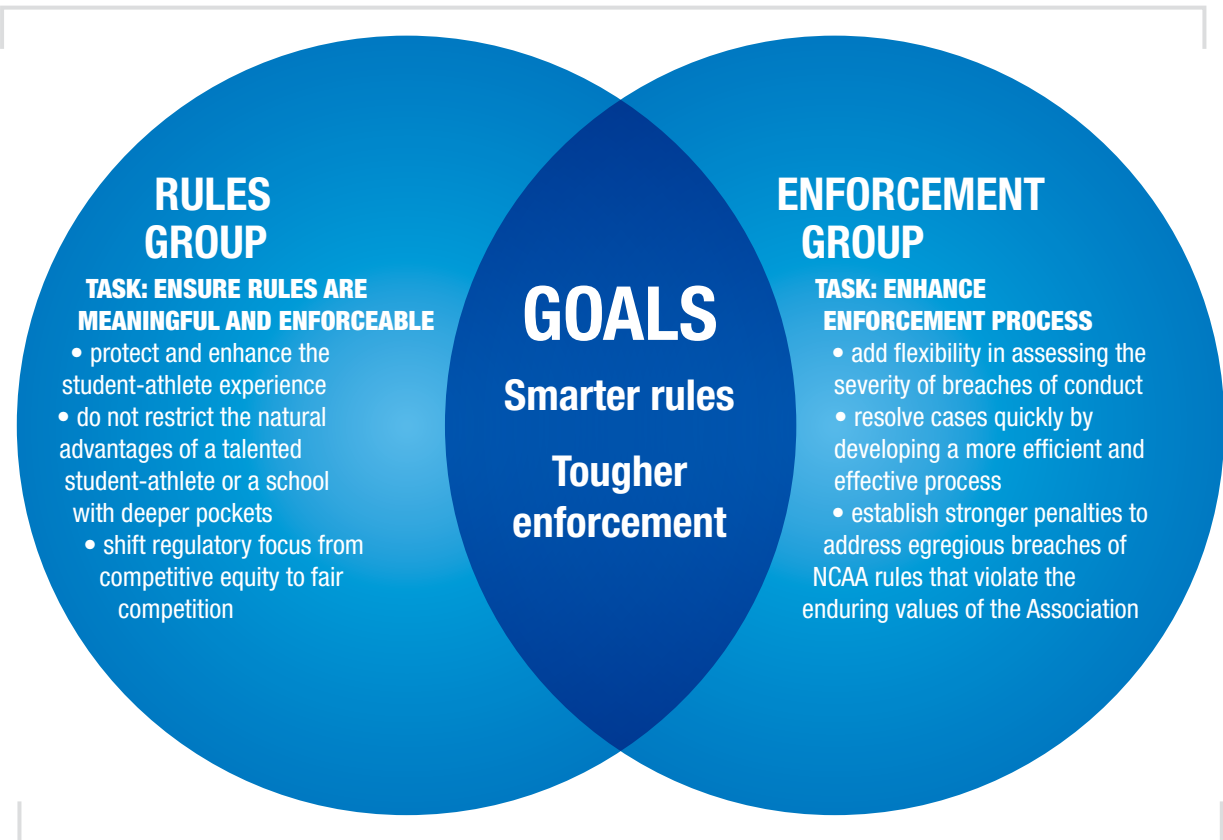
Bylaw 16 (Awards, Benefits and Expenses)

- Eliminate housing legislation related to athletics dormitories and athletics blocks.



The Rules and Enforcement Working Groups

In pursuit of a more flexible, common-sense rule book paired with an enforcement structure that will punish the most egregious violators – simply put, an environment in which student-athletes can learn and excel.



PUTTING IT INTO ACTION

The Shared Responsibility Model

The shared responsibility model will involve trust, but will lead to a more common-sense approach to rules and rule breakers. Each person working in Division I athletics will be expected to understand his or her role in meeting and upholding the standards of fair competition.





Why focus on fairness of competition instead of competitive equity?

- The current justification for rules as creating a level playing field has produced too many rules that are not meaningful, enforceable or contributory to student-athlete success.
- This shift acknowledges that natural advantages exist between campuses that cannot – and should not – be regulated.
- We are seeking to better define what fairness means in terms of eligible student-athletes, scholarships, the length of the playing and recruiting seasons, and the number of coaches.
- Ultimately, do we really believe that retaining the current rules will impede the competitive shift?

Won't the changes being suggested result in increased campus costs?

- Allowing more local decision-making is consistent with how much of higher education works.
- The changes being contemplated by the working groups are minimal when compared with other existing athletics expenditures (e.g., scholarships, salaries, facilities).
- NCAA rules should not dictate expenditures when fairness between schools and teams is not compromised.
- Yes, presidents, athletics directors and coaches will have to respond to budgetary requests seeking to match what another school is doing. The answer rests with institutional priorities in their budgets.

Why should head coaches be singled out for more responsibility for the actions of others?

- Head coaches are uniquely positioned to establish explicit expectations for those working for them.
- The current environment of plausible deniability for the actions of individuals working directly for a head coach is unrealistic and counterproductive to fair play.
- The cost-benefit analyses made in some programs to willfully violate rules negatively impact the vast majority of programs that play fair. Changing this culture by placing more responsibility on head coaches will not negatively impact most coaches as they – and their assistants – already act with integrity.
- Of course, presidents and athletics directors have a level of accountability that will continue to be emphasized and strengthened in a new regulatory culture.

Why rely more on campus-level policies and procedures than national legislation?

- We recognize the challenge that some schools will be pressured to adopt policies and procedures to not place their program at a competitive disadvantage.
- NCAA rules would require that policies be in place in specified areas, that they address key components or values and that they will be followed. NCAA violations would occur if policies are not developed nor followed.

What is the impact of “deregulating” the recruiting environment?

- The NCAA would no longer attempt to regulate recruiting matters that have been deemed inconsequential – particularly those that have proven to be monitoring challenges.
- Additional flexibility will allow schools more autonomy in using their time and resources while away from campus and allow compliance efforts to focus on matters that threaten the integrity of college sport.
- The suggested model requires schools and coaches to make mature judgments on the frequency of communication with prospects, and prospects to make known their preferences in terms of the modes and frequency of communication.
- Schools would be encouraged (or required) to establish reasonable institutional practices to govern behaviors in the recruiting process not specified by national rules.

**NCAA Working Group on Collegiate Model - Rules
Comprehensive Timeline
(Last Updated: July 27, 2012[#])**

Significant Dates and Activities*	Key Items	Actions by Membership
August 2011 Presidential Retreat	Division I presidents created and charged working groups to affect change in the areas of student-athlete well-being, academics, NCAA bylaws, enforcement/penalties and fiscal sustainability.	
October 11, 2011 Rules Working Group (RWG) Meeting		
December 13, 2011 RWG Meeting		
2012 NCAA Convention <ul style="list-style-type: none"> Legislative Council Meeting Leadership Council Meeting Board of Directors Meeting Division I Business Session Forum 	<ul style="list-style-type: none"> RWG progress report. Division I Forum: Overview of Presidential Reform initiatives, including RWG. 	<ul style="list-style-type: none"> Participated in Division I Forum. Reviewed Leadership Council, Legislative Council and Board of Directors reports.
January 30, 2012 RWG Teleconference		
February 10, 2012 <ul style="list-style-type: none"> Launch of Presidential Working Group web pages NCAA Connect Article 	<ul style="list-style-type: none"> Presidential Reform Working Group's Web Site Launched on NCAA.org. Summary of January 30 RWG teleconference available on NCAA.org. 	<ul style="list-style-type: none"> Reviewed information on RWG web page. Read RWG NCAA Connect summary article.
February 20-21, 2012 RWG Meeting	Reviewed: <ul style="list-style-type: none"> Communication strategies. Draft Commitments and concepts for Bylaw 11. 	
February 25, 2012 NCAA Connect Article	Summary of February 20-21 RWG meeting available. <ul style="list-style-type: none"> Outlined outreach plan and different opportunities for feedback. 	<ul style="list-style-type: none"> Reviewed information on RWG web page. Read RWG meeting NCAA Connect summary article.
March 5, 2012 RWG Teleconference		
March 12, 2012 Materials made available to membership (Commitments, Bylaw 11 packet) through RWG web page.		Reviewed information on RWG web page and started developing initial positions.
March 19 through April 20, 2012	Outreach with membership to collect feedback on Commitments and concepts. Specific items: <ul style="list-style-type: none"> Commitments. Bylaw 11 (athletics personnel). Bylaw 13 (recruiting). Bylaw 16 (awards, benefits and expenses). 	Provided feedback on Commitments and draft concepts.
March 22, 2012 NCAA Connect Article	Update on RWG: "Barker Goal is to connect all rules to NCAA values."	Read summary article.

BACK TO AGENDA

Significant Dates and Activities*	Key Items	Actions by Membership
April 12, 2012 Leadership Council Meeting	<ul style="list-style-type: none"> Update on the progress of the RWG, and the communication and outreach plans to keep the membership informed and involved in the process. 	Reviewed Leadership Council report and NCAA Connect summary article.
April 12, 2012 RWG Teleconference	<ul style="list-style-type: none"> Received summary of feedback on Commitments, Bylaws 11 (athletics personnel), 13 (recruiting) and 16 (awards, benefits and expenses). Reviewed initial draft of concepts for Bylaws 12 (amateurism) and 14 (eligibility). Reviewed initial action plans for Bylaws 15 (financial aid) and 17 (playing and practice seasons). 	
April 16-17, 2012 Legislative Council Meeting	<ul style="list-style-type: none"> Update on progress of RWG. Discussed concepts identified by RWG. 	Reviewed Legislative Council report and NCAA Connect summary article.
April 26, 2012 Board of Directors Meeting	RWG progress report; no legislative action.	Reviewed Board of Directors report and NCAA Connect summary article.
May 3, 2012 RWG Teleconference	<ul style="list-style-type: none"> Key insights on Commitments, Bylaws 11 (athletics personnel), 13 (recruiting) and 16 (awards, benefits and expenses): Finalized concepts to be sent to membership for feedback on noncoaching staff members, Bylaws 12 (amateurism) and 14 (eligibility). 	
May 7, 2012 NCAA Connect Article	Update on RWG: "Rules group seeks additional feedback"	Reviewed RWG NCAA Connect summary article.
May 7 Through June 29, 2012 <ul style="list-style-type: none"> Conference Meetings Governance Meetings NCAA Regional Rules Seminars Coaches Associations and other Affiliate Groups 	<p>Additional outreach on Commitments and concepts in NCAA Bylaw 11 (athletics personnel), Bylaw 13 (recruiting) and Bylaw 16 (awards, benefits and expenses) that require additional discussion. Outreach with membership to collect feedback on:</p> <ul style="list-style-type: none"> Bylaw 12 (amateurism). Bylaw 14 (eligibility). 	Reviewed concepts and submitted feedback to RWG.
July 13, 2012 RWG Teleconference	<p>Anticipated actions:</p> <ul style="list-style-type: none"> Agreement on Commitments and first set of legislative concepts based on membership feedback. Review and plan for concepts that feedback has indicated level of support but additional development necessary. Finalize plans for Bylaw 15 (financial aid) and Bylaw 17 (playing and practice seasons) reviews based on cabinet input. 	
Week of July 23, 2012 NCAA Connect Article	Summary of July 13 RWG teleconference available on NCAA.org.	Review RWG summary article.
August 2, 2012 Board of Directors Meeting	RWG progress report; no legislative action anticipated.	Review Board of Directors report and NCAA Connect summary article.

Significant Dates and Activities*	Key Items	Actions by Membership
By August 15, 2012 Publication of Proposed Legislation available	RWG Commitments and first set of legislative recommendations available through online publication and proposal format in Publication of Proposed Legislation (POPL).	
August 15 through December 31, 2012		Review first set of legislative proposals, identify modifications to enhance proposals and develop further consensus.
September 2012 Cabinet Meetings	<ul style="list-style-type: none"> Review Commitments and first set of legislative proposals. Discussion of legislative concepts that need further development. Identification of additional concepts for consideration. 	Review cabinet reports and NCAA Connect summary articles.
September 25-26, 2012 RWG Meeting	<ul style="list-style-type: none"> Feedback report on Commitments and first set of legislative recommendations presented to membership and governance structure. Continued development on additional legislative concepts and other discussion items relating to reform of regulatory culture. 	
Week of October 1, 2012 NCAA Connect Article	Summary of September 25-26 RWG meeting available.	Review RWG summary article.
October 2012 Leadership Council Meeting	<ul style="list-style-type: none"> Update on progress of RWG. Update and review of Commitments and first set of legislative concepts identified by RWG. Discuss additional legislative concepts and regulatory issues. 	Review Leadership Council report and NCAA Connect summary article.
October 15-16, 2012 Legislative Council Meeting	<ul style="list-style-type: none"> Update on progress of RWG. Update and review of Commitments and first set of legislative proposals identified by RWG. Discuss additional legislative concepts and regulatory issues. 	Review Legislative Council report and NCAA Connect summary article.
October 30, 2012 Board of Directors Meeting	<ul style="list-style-type: none"> RWG report to Board of Directors. Request Board of Director's endorsement of Commitments and first set of legislative recommendations; no final legislative action anticipated. 	Review Board of Directors report and NCAA Connect summary article.
November 15, 2012 Official Notice available	RWG recommended Commitments and first set of legislative recommendations, including any modifications made since August 15, available through online publication and proposal format in Official Notice.	
December 17-18, 2012 RWG Meeting		
Week of December 24, 2012 NCAA Connect Article	Summary of December 17-18 RWG meeting available.	Review RWG NCAA Connect summary article.

Significant Dates and Activities*	Key Items	Actions by Membership
2013 NCAA Convention <ul style="list-style-type: none"> Legislative Council Meeting Leadership Council Meeting Board of Directors Meeting Division I Business Session Forum 	<ul style="list-style-type: none"> Membership forum to discuss Presidential reform efforts. Update on progress of RWG. Discussed concepts identified by RWG. Board of Directors legislative action anticipated on RWG first set of recommendations. 	<ul style="list-style-type: none"> Participate in forum. Review Leadership Council, Legislative Council and Board of Directors reports and NCAA Connect summary articles. Review Board of Directors report outlining adopted legislative proposals.
Mid-January through August 1, 2013	Outreach, education and development of implementation strategies on legislative proposals adopted by the Board of Directors.	<ul style="list-style-type: none"> Educate coaches and other institutional personnel. Modify institutional policies and procedures and compliance systems appropriately.
February 6-7, 2013 RWG Meeting		
Week of February 11, 2013 NCAA Connect Article	Summary of February 6-7 RWG meeting available.	Review RWG summary article.
Late February through June, 2013 <ul style="list-style-type: none"> Conference Meetings Governance Meetings NCAA Regional Rules Seminars Coaches Associations and other Affiliate Groups 	Outreach with membership to collect feedback on additional legislative concepts in previous bylaws and including Bylaws 15 (Financial Aid) and 17 (Playing and Practice Seasons).	Review concepts and submit feedback to RWG.
April 2013 Leadership Council Meeting	<ul style="list-style-type: none"> Update on progress of RWG. Discussed concepts identified by RWG. 	Review Leadership Council report and NCAA Connect summary article.
April 15-16, 2013 Legislative Council Meeting	<ul style="list-style-type: none"> Update on progress of RWG. Discussed concepts identified by RWG. 	Review Legislative Council report and NCAA Connect summary article.
April 25, 2013 Board of Directors Meeting	RWG progress report on development of second set of recommendations; no legislative action anticipated.	Review Board of Directors report and NCAA Connect summary article.
August 1, 2013 First set of legislative proposals effective		
August 8, 2013 Board of Directors Meeting	RWG progress report on development of second set of recommendations; no legislative action anticipated.	Review Board of Directors report and NCAA Connect summary article.
By August 15, 2013 Publication of Proposed Legislation available	RWG second set of legislative recommendations available through online publication and proposal format in Publication of Proposed Legislation (POPL).	
August 15 through December 31, 2013		Review second set of legislative proposals, identify modifications to enhance proposals and develop further consensus.

Significant Dates and Activities*	Key Items	Actions by Membership
September 2013 Cabinet Meetings	Review second set of legislative proposals.	
October 2013 Leadership Council Meeting	RWG progress report.	Review Leadership Council report and NCAA Connect summary article.
October 14-15, 2013 Legislative Council Meeting	<ul style="list-style-type: none"> • RWG progress report. • Review second set of legislative proposals. 	Review Legislative Council report and NCAA Connect summary article.
October 31, 2013 Board of Directors Meeting	RWG report to Board of Directors. Request Board of Director's endorsement of second set of legislative recommendations. No legislative action anticipated.	Review Board of Directors report and NCAA Connect summary article.
November 15, 2013 Official Notice available	RWG second set of legislative recommendations, including any modifications made since August 15, available through online publication and proposal format in Official Notice.	
2014 NCAA Convention <ul style="list-style-type: none"> • Legislative Council Meeting • Leadership Council Meeting • Board of Directors Meeting • Division I Business Session Forum 	<ul style="list-style-type: none"> • Membership forum to discuss Presidential reform efforts. • Update on progress of RWG. • Discussed concepts identified by RWG. • Board of Directors legislative action anticipated on RWG second set of recommendations. 	<ul style="list-style-type: none"> • Participate in forum. • Review Leadership Council, Legislative Council and Board of Directors reports and NCAA Connect summary articles. • Review Board of Directors report outlining adopted legislative proposals.
Mid-January through August 1, 2014	Outreach, education and development of implementation strategies on legislative proposals adopted by the Board of Directors.	<ul style="list-style-type: none"> • Educate coaches and other institutional personnel. • Modify institutional policies and procedures and compliance systems appropriately.
August 1, 2014 Second set of legislative proposals effective		

*The Board of Directors management of the Presidential Reform initiative may impact the information provided in this document. Significant dates and activities, key items and suggested actions by the membership will be updated based on activities of the RWG and direction provided by the Board of Directors.

*Throughout the timeline, the Board of Directors, Leadership Council, Legislative Council and Cabinets are noted Division I governance bodies. However, continual engagement with regard to RWG outreach efforts and feedback on concepts being considered has taken place with other association-wide and Division I committees (e.g., Committee on Women's Athletics, Committee on Infractions, Student-Athlete Advisory Committee), conferences and affiliate organizations (e.g., IA AD's, NAAC, CCACA, FARA).

Rules Working Group provides legislation for membership review

Aug 16, 2012 10:16:57 AM

By Michelle Brutlag Hosick
NCAA.org

The [first legislative proposals](#) originating from the Transforming Intercollegiate Athletics: Rules Working Group review of the Division I Manual are now available for membership review.

The proposals present in legislative form many of the concepts the working group has evaluated over the last year. The group will collect and review membership feedback through the fall, and members anticipate the Board of Directors will vote on the proposals at its January 2013 meeting.

All feedback may be submitted at the [Post-Presidential Retreat Working Groups web page](#) or through email directly to rulesworkinggroup@ncaa.org.

“Progress is occurring, but we also know that the work is not complete,” Working Group chair and Clemson President James Barker wrote in the introductory memo to the membership. “The working group also continues to develop a second package of legislative recommendations to present to the Board for action at a later date in 2013.”

The first phase of legislative proposals includes the commitments for Division I, on which all operating bylaws will be based. Other proposals of note:

- Rules Working Group Prop. No. 11-4, which would eliminate limits on the number of coaches who can recruit off-campus at one time.
- Rules Working Group Prop. No. 12-1, which would establish a uniform definition of actual and necessary competition-related expenses.
- Rules Working Group Prop. No. 13-2, which would deregulate communication and in-person contact with recruits in several ways:
 - Allow off-campus recruiting contacts on the opening day of the junior year in high school.
 - Allow telephone calls and the provision of recruiting materials beginning June 15 after the sophomore year in high school or the opening day of classes for the junior year, whichever is earlier.
- Rules Working Group Prop. No. 13-3, which would eliminate restrictions on text messaging and other modes of communication, as well as numerical limitations on recruiting communication.
- Rules Working Group Prop. No. 16-3 and 16-4, which would allow institutions to provide to student-athletes whatever career counseling or academic services it deems

necessary and whatever medical expenses and services it wishes, respectively.

The next phase of the group's work will focus on Bylaws 15 (Financial Aid) and 17 (Playing and Practice Seasons), as well as additional concepts from the first set of bylaws. The membership can expect the next set of legislative proposals for review in August 2013

Group moves forward on DI rules simplification

Jul 24, 2012 9:12:01 AM

By Michelle Brutlag Hosick

Based primarily on membership feedback received over the past several months, the Division I Rules Working Group identified legislative concepts of general consensus and also concepts that need further discussion during a recent teleconference.

The group will seek additional feedback on several concepts requiring further development of discussion, particularly within Bylaws 11 (Personnel), 12 (Amateurism), 13 (Recruiting) and 14 (Eligibility).

The membership has expressed general support for the Division I commitments, the series of broad-based values intended to provide a foundation for the operating bylaw structure. One that received additional attention was the commitment to fair competition.

The membership has expressed concern about the philosophical shift required in moving away from a legislative model that prioritizes competitive equity among the wide range of Division I institutions.

While the group expects membership discomfort with the new approach, it also believes the competitive-equity model has led to many rules that are unenforceable, inconsequential and fail to support the NCAA's enduring values. Working group members continue to support the commitment to fair competition.

The group will continue to ask for feedback on several concepts within each of the bylaws, including:

- Coaching categories, coaching limitations and noncoaching staff members (Personnel)
- Scouting of opponents (Personnel)
- Use of agents and advisors in certain situations (Amateurism)
- Preferential treatment (Amateurism)
- Promotional activities (Amateurism)
- Recruiting calendars for all sports (Recruiting)
- On-campus evaluations/tryouts (Recruiting)
- Meals (Awards, Benefits and Expenses)

Concepts identified in the "support" category will be available as proposed legislative amendments by mid-August. The proposals will be available on the Rules Working Group webpage through NCAA Connect (<http://www.ncaa.org/workinggroups>) or may be accessed through the Legislative Services Database for the Internet (*LSDBi*).

The membership and governance structure are encouraged to continue their review of the concepts through the remainder of 2012. Feedback on the legislative proposals or any concept continuing to be discussed by the working group should be submitted to rulesworkinggroup@ncaa.org.

The group also approved a timeline that continues to provide opportunities for the membership to provide input through the remainder of 2013. At the Board of Directors' October meeting, the group will seek the presidents' endorsement of the commitments and the initial set of bylaw changes that have general consensus. The Board could adopt the first package of legislation at the NCAA Convention in January in Grapevine, Texas.

Rules group seeks additional feedback

May 7, 2012 11:19:50 AM

By Michelle Brutlag Hosick
NCAA.org

The Collegiate Model: Rules Working Group is [seeking membership reaction](#) to specific concepts in Bylaws 12 (amateurism), 14 (eligibility), as well as additional feedback on language for Bylaw 11 (athletics personnel/noncoaching staff members).

During a May 3 teleconference, the group reviewed the feedback received to date on the Bylaw 11 (athletics personnel), 13 (recruiting) and 16 (awards, benefits and expenses) concepts and the commitments to which each bylaw would be tied.

The consensus among the membership appeared to be that the working group is on a path that would lead to rules that are more consequential, enforceable and supportive of student-athlete success.

The group also agreed on [the text for the commitment to fair competition](#), a key element of the working group's efforts. That language references the importance of competing within a framework that emphasizes higher education but does not support rules that prevent or reduce advantages that arise from financial resources or the level of talent of student-athletes.

Within each of the bylaws, the group reviewed areas where the membership did not agree with the working group's concept or did not display a clear consensus. Several ideas will continue to be considered, and NCAA staff will be asked to provide additional detail and amplify on the rationale for each concept as ongoing updates are provided to membership for feedback.

For example, the group discussed the membership consensus that the NCAA should continue to regulate in-person scouting of opponents. While both options – eliminating scouting regulations and prohibiting scouting altogether – will remain on the table, the staff will provide more specific detail about what each alternative would mean when applied. The group will seek further membership feedback and will decide what to forward to the Division I Board of Directors, which is responsible for the ultimate decision.

Division I cabinets will have the opportunity to review the work in their areas of expertise during their June meetings. The work also will be presented to conferences and several professional organizations over the next several weeks. The working group will meet again in July to agree on the initial legislative recommendations and to further discuss amateurism and eligibility rules.

The Board of Directors will review the group's work in August and could be ready to endorse the project by October. The first action on new bylaws could happen in January, after attendees to the NCAA Convention in Dallas have a final opportunity to engage in a meaningful dialogue about the new rules construct and a culture that emphasizes shared responsibility. The revised

rules likely would be effective in August 2013, which would allow time for member schools and conferences to prepare for the change.

Rules Working Group Legislative Proposals – August 15, 2012

Proposal Number, Title, Effective Date	Intent	Rationale
Constitution 2 Commitments to the Collegiate Model		
<u>RWG PROPOSAL NO. 2-1 --</u> PRINCIPLES FOR CONDUCT OF INTERCOLLEGIATE ATHLETICS -- COMMITMENTS TO THE COLLEGIATE MODEL Effective Date: August 1, 2013	To establish the commitments to the collegiate model applicable to Division I institutions, as specified.	As a result of the Presidential Retreat in August 2011, the Collegiate Model – Rules Working Group was formed and charged with reviewing Division I rules with a view toward reducing the volume of unenforceable and inconsequential rules that fail to support the NCAA's enduring values, and emphasizing the most strategically important matters. This proposal is part of a package recommended by the Rules Working Group designed to accomplish those objectives. As part of the Working Group's charge, it became evident that certain provisions of the NCAA Constitution should be amended to more accurately reflect their application to a Division I Collegiate Model. Currently, Constitution 2 contains 16 different principles to which members of all three divisions of the Association are committed. The principles are designed to articulate priorities at the highest level and to set the overall direction for the Association. The recommended commitments are designed to more accurately capture the fundamental principles of the Division I collegiate model, update language, and streamline and simplify fundamental provisions.
Athletics Personnel		
<u>RWG PROPOSAL NO. 11-1 --</u> ATHLETICS PERSONNEL -- CONTRACTUAL AGREEMENTS, COMPENSATION AND REMUNERATION Effective Date: August 1, 2013	To deregulate national legislation governing contractual agreements and compensation from sources outside the institution; further, to specify that an institution shall establish and adhere to policies and procedures related to the reporting by all full-time or part-time employees of athletically related income and benefits from sources outside the institution.	The regulations governing contractual agreements between an institution and its athletics department staff members, and those governing the receipt of compensation from sources outside the institution do not need to be administered at the national level. It should be each institution's responsibility to address such matters in accordance with its own policies and procedures. Failure to establish and adhere to such policies and procedures would constitute a violation and could result in more stringent institutional and individual penalties under the proposed new enforcement penalty structure.

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 11-2 --</u> ATHLETICS PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- ELIMINATION OF RECRUITING COORDINATION FUNCTIONS</p> <p>Effective Date: August 1, 2013</p>	<p>To eliminate legislation related to recruiting coordination functions that must be performed by head or assistant coaches.</p>	<p>The regulations defining recruiting coordination functions that must be performed only by a head or assistant coach are not of national significance and, in many instances, present enforcement challenges. Each institution should be responsible for establishing its own policies and procedures related to the recruitment of prospective student-athletes, including the roles and responsibilities of all athletics department staff members. The current rules requiring off-campus recruitment to be performed only by countable coaches would remain applicable.</p>
<p><u>RWG PROPOSAL NO. 11-3-A</u> ATHLETICS PERSONNEL -- DEREGULATION OF SCOUTING OF OPPONENTS -- COUNTABLE COACHES ONLY</p> <p>Effective Date: August 1, 2013</p>	<p>To deregulate the restrictions on scouting opponents; further, to specify that scouting of opponents is limited to the head coach or one or more of the assistant coaches who count toward the numerical limitations on coaches.</p>	<p>The regulations governing scouting of opponents are not of national significance. Widespread availability of video would suggest minimal competitive advantage would be gained from in-person scouting and would be offset by a coach's diversion from other coaching responsibilities.</p>
<p><u>RWG PROPOSAL NO. 11-3-B</u> ATHLETICS PERSONNEL -- LIMITATION ON SCOUTING OF OPPONENTS -- IN-PERSON SCOUTING PROHIBITED</p> <p>Effective Date: August 1, 2013</p>	<p>To prohibit in-person scouting except for scouting future opponents participating in the same tournament at the same site or the same double header event at the same site.</p>	<p>In the interest of simplicity and consistency, it is appropriate for one rule regarding scouting to apply to all sports. In most cases, video of future opponents is readily available either through institutional exchange, subscription to a recording/dubbing service or internet sites accessible to the general public.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 11-4</u> -- ATHLETICS PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- ELIMINATION OF LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME</p> <p>Effective Date: August 1, 2013</p>	<p>To eliminate the limitations on the number of coaches who may recruit off campus at any one time.</p>	<p>The limits on the number of coaches who may recruit off-campus at any one time were initially adopted as cost containment measures, but there is no data, anecdotally or otherwise, that would suggest the rules have furthered that objective. Each institution should be responsible for establishing its own policies and procedures related to the off-campus recruitment of prospective student-athletes by authorized countable coaching staff members.</p>
Amateurism		
<p><u>RWG PROPOSAL NO. 12-1</u> -- AMATEURISM -- DEFINITIONS AND APPLICATIONS -- ACTUAL AND NECESSARY EXPENSES</p> <p>Effective Date: August 1, 2013</p>	<p>To establish a uniform definition of actual and necessary competition-related expenses.</p>	<p>Current amateurism legislation regarding what constitutes an actual and necessary competition-related expense is inconsistent and results in confusion by the membership, as well as perceptions of unfairness to prospective and enrolled student-athletes. This change will establish a consistent definition, thus eliminating unnecessary regulations and interpretations.</p>
<p><u>RWG PROPOSAL NO. 12-2</u> -- AMATEURISM -- DEFINITIONS AND APPLICATIONS -- CALCULATION OF ACTUAL AND NECESSARY EXPENSES</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that the calculation of a prospective student-athlete's actual and necessary expenses incurred prior to initial full-time collegiate enrollment shall be based on expenses incurred during each calendar year (rather than on an event-by-event basis).</p>	<p>Currently, prior to initial full-time collegiate enrollment, an individual whose annual expenses significantly exceed his or her annual prize money may still incur a violation if the prize money exceeded expenses in a single event. Calculation of expenses versus prize money over a calendar year is a more equitable, less bureaucratic approach that does not compromise the values of the collegiate model.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 12-3</u> -- AMATEURISM -- DEFINITIONS AND APPLICATIONS -- NOMINAL BENEFIT</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that prior to initial full-time enrollment at an NCAA institution, if an individual receives expenses from an otherwise permissible source (e.g., event sponsor, club team) that exceed his or her actual and necessary expenses by \$300 or less, the eligibility of the individual shall not be affected; further, to specify that if a student-athlete engages in permissible outside competition and receives expenses from an otherwise permissible source (e.g., event sponsor, club team) that exceed his or her actual and necessary expenses by \$300 or less, the eligibility of the student-athlete shall not be affected and the institution is not required to submit a self-report of the infraction.</p>	<p>This change is consistent with the membership's efforts to streamline the student-athlete reinstatement process. Currently, an infraction in which a prospective student-athlete receives more than actual and necessary expenses from an otherwise permissible source typically results in immediate reinstatement of eligibility once he or she provides a donation in the amount of the benefit to a charity of his or her choice. In 2011-12, there were a total of 110 amateurism certification process cases in which the student-athlete reinstatement penalty was repayment only. For 43 of the 110 cases, the total penalty involved was \$300 or less. Any expenses from agents, professional teams (unless consistent with the professional team exception) or boosters generally remain impermissible regardless of the amount.</p>
<p><u>RWG PROPOSAL NO. 12-4</u> -- AMATEURISM -- EXPENSES, AWARDS AND BENEFITS -- COMPETITION-RELATED EXPENSES FROM OUTSIDE SPONSOR</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that an individual may receive actual and necessary competition-related expenses from an outside sponsor other than from an agent or a professional sports organization; further, to specify that an individual may receive actual and necessary competition-related expenses from a representative of an institution's athletics interests only if the representative lives in the same locale in which the individual resides and the expenses are provided as part of a local community fundraiser.</p>	<p>Currently, there are several bylaws addressing the provision of competition-related expenses to prospective and enrolled student-athletes that are overly complicated and bureaucratic. This proposal provides the opportunity for prospective and enrolled student-athletes to seek out additional permissible financial resources to support their athletics aspirations without compromising the fundamental purposes of the collegiate model.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<u>RWG PROPOSAL NO. 12-5</u> -- AMATEURISM -- PAYMENT BASED ON PERFORMANCE -- FROM AMATEUR TEAM OR EVENT SPONSOR -- SPORTS OTHER THAN TENNIS Effective Date: August 1, 2013	In sports other than tennis, to specify that an individual may receive up to actual and necessary competition-related expenses in both team and individual sports from an amateur team or a sponsor of event.	Currently, there are several bylaws addressing the provision of payment based on performance for prospective and enrolled student-athletes that are overly complicated and bureaucratic. This change would streamline the legislation for individuals prior to and following enrollment and for both individual and team sports without compromising the fundamental purpose of the collegiate model.
<u>RWG PROPOSAL NO. 12-6</u> -- AMATEURISM -- GENERAL REGULATIONS -- EXCEPTION FOR TRAINING EXPENSES -- GOVERNMENTAL ENTITIES Effective Date: August 1, 2013	To specify that an individual may receive actual and necessary training expenses to cover developmental training, coaching, facility usage, equipment, apparel, supplies, comprehensive health insurance, travel, room and board that are provided by a governmental entity.	Several government programs currently available to athletes do not meet the criteria of the training expenses legislation. This change would reduce bureaucracy and confusion regarding the application of the applicable amateurism legislation and enhance student-athlete well-being by providing increased access to funding to further athletics development.

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 12-7 --</u> AMATEURISM – EMPLOYMENT</p> <p>Effective Date: August 1, 2013</p>	<p>To deregulate the Bylaw 12 student-athlete employment legislation, as specified.</p>	<p>The requirements that compensation is for work actually performed and at a rate commensurate with the going rate in the locality for similar services are adequate and appropriate safeguards for governing employment by student-athletes. Although a student-athlete may be employed as a result of his or her value to an employer based on athletics reputation, it remains impermissible for the student-athlete to be compensated simply for the value he or she may have to the employer as a result of such reputation. In addition, it remains impermissible for a student-athlete to receive compensation or awards (other than actual and necessary expenses) in conjunction with speaking engagements or attendance at events such as luncheon meetings of booster clubs or civic organizations.</p>
Recruiting		
<p><u>RWG PROPOSAL NO. 13-1 --</u> RECRUITING -- PROSPECTIVE STUDENT- ATHLETE -- STUDENT- ATHLETE ON SIGNING NATIONAL LETTER OF INTENT</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that an individual is no longer considered a prospective student-athlete at the once he or she signs a National Letter of Intent (NLI) (or, for an institution that does not use the NLI in a particular sport, the institution's written offer of admission and/or financial aid).</p>	<p>This proposed change is designed to further student-athlete success and well-being by allowing an individual who has demonstrated a significant commitment to attend a particular institution to be treated similarly to the enrolled student-athletes attending that institution. In addition, this proposal would promote a greater development of the student-athlete/coach relationship by permitting increased access between the coach and an incoming signee.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 13-2 --</u> RECRUITING -- INITIAL DATE FOR COMMUNICATION AND IN-PERSON CONTACT</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that communication and in-person contact may begin with a prospective student-athlete on or after June 15 at the completion of his or her sophomore year in high school or the opening day of classes of his or her junior year in high school (as designated by the high school), whichever is earlier.</p>	<p>The establishment of regulations that provide for earlier access with prospective student-athletes is designed to support student-athlete success and well-being by allowing both the prospective student-athlete (and his or her family) and the institution greater opportunities to make more informed, and thus more sound, recruiting decisions.</p>
<p><u>RWG PROPOSAL NO. 13-3 --</u> RECRUITING -- DEREGULATION OF MODES AND NUMERICAL LIMITATIONS ON COMMUNICATION</p> <p>Effective Date: August 1, 2013</p>	<p>To eliminate restrictions governing modes and numerical limitations on recruiting communication.</p>	<p>The current regulations governing modes and restrictions on recruiting communication are cumbersome and present numerous enforcement challenges. Institutions and/or conferences, at their discretion, should be responsible for establishing policies and procedures governing the recruitment of prospective student-athletes by athletics department staff members.</p>
<p><u>RWG PROPOSAL NO. 13-4 --</u> RECRUITING -- ELIMINATION OF PUBLICATION OF ADMISSIONS AND GRADUATION DATA, BANNED DRUG LIST AND INITIAL-ELIGIBILITY STANDARDS</p> <p>Effective Date: August 1, 2013</p>	<p>To eliminate the legislation related to publishing/providing admissions, graduation rates and NCAA Division I Academic Progress Rate data, banned drug list and initial-eligibility standards to prospective student-athletes.</p>	<p>The current legislation is not consequential as it simply codifies policies that will continue to be executed by the Eligibility Center, regardless of their inclusion in the NCAA Manual.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 13-5-A</u> -- RECRUITING -- ELIMINATION OF PRINTED RECRUITING MATERIALS AND VIDEO/AUDIO LEGISLATION</p> <p>Effective Date: August 1, 2013</p>	<p>To eliminate the legislation governing printed recruiting material and video/audio materials that may be provided to prospective student-athletes.</p>	<p>The current legislation governing recruiting materials presents enforcement challenges. Arguably, a prospective student-athlete's decision to attend a particular institution is not significantly influenced by the volume of recruiting material received. In addition, the current legislation does not further the working group's proposed principle of fair competition, which is designed to reduce rules that have been adopted to regulate an institution's potential financial advantages.</p>
<p><u>RWG PROPOSAL NO. 13-5-B</u> -- RECRUITING -- RECRUITING MATERIALS -- GENERAL CORRESPONDENCE ONLY</p> <p>Effective Date: August 1, 2013</p>	<p>To prohibit sending or providing prospective student-athletes any recruiting materials other than general correspondence, as specified.</p>	<p>The current legislation governing recruiting materials presents enforcement challenges. Arguably, a prospective student-athlete's decision to attend a particular institution is not significantly influenced by the volume of recruiting material received. In addition, the current legislation does not further the working group's proposed principle of fair competition, which is designed to reduce rules that have been adopted to regulate an institution's potential financial advantages. It would remain permissible for an institution to post materials on its website to be accessed by prospective student-athletes.</p>
<p><u>RWG PROPOSAL NO. 13-6 --</u> RECRUITING -- RECRUITING MATERIALS -- ADVERTISEMENTS AND PROMOTIONS -- PERSONALIZED PROMOTIONS PROHIBITED</p> <p>Effective Date: August 1, 2013</p>	<p>To eliminate restrictions related to general advertising or promotional materials designed to solicit enrollment of prospective student-athletes, while maintaining prohibitions against personalized promotions.</p>	<p>The current restrictions related to general (as opposed to personalized) advertisements/promotions present enforcement challenges. In addition, the current legislation does not further the working group's proposed principle of fair competition, which is designed to reduce rules that have been adopted to regulate an institution's potential financial advantages.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<u>RWG PROPOSAL NO. 13-7</u> -- RECRUITING -- PUBLICITY -- NO RESTRICTIONS AFTER COMMITMENT Effective Date: August 1, 2013	To eliminate the restrictions on publicity related to a prospective student-athlete after he or she has signed a National Letter of Intent or the institution's written offer of admission and/or financial aid or after the institution has received his or her financial deposit in response to its offer of admission, as specified.	Any regulations on publicity after a student-athlete has committed to an institution are inconsequential and any currently prohibited activities should be left to the discretion of the institution and/or conference.
<u>RWG PROPOSAL NO. 13-8</u> -- RECRUITING -- CAMPS AND CLINICS -- PROSPECTIVE AND ENROLLED STUDENT- ATHLETE EMPLOYMENT Effective Date: August 1, 2013	To deregulate the camps and clinics employment legislation related to prospective and enrolled student-athletes, as specified; further; in football, to eliminate the participation prohibition on senior prospective student-athletes.	Student-athlete employment should be regulated only by the requirement that compensation is for work actually performed and at a rate commensurate with the going rate in the locality for similar services. Consistent with the general prohibition on the receipt of compensation by a student-athlete in conjunction with speaking engagements or attendance at events such as luncheon meetings of booster clubs or civic organizations, it remains impermissible for a student-athlete to receive compensation if he or she only lectures or demonstrates at a camp or clinic. In addition, prospective student-athletes who have demonstrated a commitment to attend an institution should be allowed to be employed in that institution's camps and clinics since no recruiting advantage will be gained through such employment.
Eligibility		
<u>RWG PROPOSAL NO. 14-1</u> -- ELIGIBILITY -- ACADEMIC POLICIES AND INCONSEQUENTIAL LEGISLATION Effective Date: August 1, 2013	To eliminate or modify specified Bylaw 14 regulations, including legislation that is directly supported by institutional academic policy.	Legislation that is inconsequential or directly addressed by institutional academic policy should no longer be included in the Manual.

Proposal Number, Title, Effective Date	Intent	Rationale
Awards, Benefits and Expenses		
<u>RWG PROPOSAL NO. 16-1</u> -- AWARDS, BENEFITS AND EXPENSES -- AWARDS -- AFTER INITIAL FULL-TIME ENROLLMENT AT THE CERTIFYING INSTITUTION Effective Date: August 1, 2013	To specify that an institution, conference or the NCAA may provide an award to a student-athlete anytime after his or her initial full-time enrollment at the certifying institution.	Deregulating the legislation related to the timing of a student-athlete's receipt of an award (during the academic year or during the summer) will allow greater discretion to institutions, conferences and the NCAA to determine when to provide awards.
<u>RWG PROPOSAL NO. 16-2</u> -- AWARDS, BENEFITS AND EXPENSES -- EXPENSES TO RECEIVE NONINSTITUTIONAL AWARDS Effective Date: August 1, 2013	To specify that a conference, an institution, the U.S. Olympic Committee, a national governing body or the awarding agency may provide actual and necessary expenses for a student-athlete to receive a noninstitutional award or recognition for athletics or academic accomplishments; further, to specify that actual and necessary expenses may be provided for the student-athlete's parents (or legal guardians), spouse or other relatives to attend the recognition event or awards presentation.	This proposal will provide greater flexibility for applicable entities to provide student-athletes with expenses to receive any noninstitutional award or recognition as a result of their accomplishments. Deregulating the legislation related to providing expenses for a student-athlete to receive a noninstitutional awards (e.g., hometown award, established regional, national, or international award) will create consistency within the legislation and will enhance the student-athlete experience.
<u>RWG PROPOSAL NO. 16-3</u> -- AWARDS, BENEFITS AND EXPENSES -- ACADEMIC AND OTHER SUPPORT SERVICES Effective Date: August 1, 2013	To specify that an institution, conference or the NCAA may finance other academic support, career counseling or personal development services that are reasonable for the success of student-athletes.	This proposal will provide institutions and conferences with the flexibility to provide student-athletes with reasonable support services and will enhance the student-athlete experience. Given the recent emphasis on academics and the various support services available, deregulating this area will allow institutions and conferences to further support the academic and personal success of student-athletes.

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 16-4</u> -- AWARDS, BENEFITS AND EXPENSES -- MEDICAL AND RELATED EXPENSES AND SERVICES</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that an institution, conference or the NCAA may provide medical and related expenses and services to a student-athlete.</p>	<p>This proposal provides institutions, conferences and the NCAA with the flexibility to provide student-athletes with medical and related expenses and services. Such flexibility will protect and enhance the health, safety, and mental and physical well-being of student-athletes.</p>
<p><u>RWG PROPOSAL NO. 16-5</u> -- AWARDS, BENEFITS AND EXPENSES -- PERMISSIBLE BENEFITS -- STUDENT-ATHLETE'S RELATIVES OR INDIVIDUALS OF A COMPARABLE RELATIONSHIP</p> <p>Effective Date: August 1, 2013</p>	<p>To revise all references to a student-athlete's "spouse," "parents," "family member" or "children" in Bylaw 16 to "relative or individual of a comparable relationship"; further, to permit a student-athlete's relative or individual of comparable relationship to receive benefits, as specified.</p>	<p>This proposal replaces the current and varying legislative references to various relatives with a broader definition for individuals who would be permitted to receive identified benefits in conjunction with the student-athlete experience. This concept includes nontraditional families, yet maintains a regulatory level that encourages a shared responsibility between student-athletes and institutions. An institution is in the best position to determine who in a student-athlete's life is a relative or individual of a comparable relationship. Because this proposal maintains a level of legislative definition, it will continue to minimize undue pressures from third parties. Further, the modifications to the benefits provided enhances the student-athlete experience by providing greater opportunities for members of a student-athlete's family to share in the student-athlete's success and to be present during injury or illness.</p>

Proposal Number, Title, Effective Date	Intent	Rationale
<p><u>RWG PROPOSAL NO. 16-6</u> -- AWARDS, BENEFITS AND EXPENSES -- TEAM ENTERTAINMENT -- IN CONJUNCTION WITH PRACTICE OR COMPETITION</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that an institution, conference or the NCAA may provide reasonable entertainment to student-athletes in conjunction with practice or competition.</p>	<p>This proposal allows institutions and conferences to exercise their discretion with regard to entertainment that may be provided to student-athletes in conjunction with practice or competition. Further, this proposal will enhance the student-athlete experience.</p>
<p><u>RWG PROPOSAL NO. 16-7</u> -- AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE AND COMPETITION AND NON-COMPETITIVE EVENTS</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that an institution may provide actual and necessary expenses to a student-athlete to represent the institution in practice and competition (including expenses for activities/travel that are incidental to practice or competition) and for a student-athlete to represent the institution in non-competitive events (e.g., goodwill tours, media appearances, student-athlete advisory committee meetings).</p>	<p>The current legislation may be simplified by deregulating many prescriptive bylaws. Specifically, a general rule that permits an institution to provide actual and necessary expenses for a student-athlete to represent the institution and in practice and competition provides enough framework for an institution to determine how to apply the legislation. Simplifying the legislation surrounding the provision of expenses for travel allows an institution to use discretion to provide expenses, including incidental expenses, in accordance with institutional policies, whether for competition or for non-competitive events.</p>
<p><u>RWG PROPOSAL NO. 16-8</u> -- AWARDS, BENEFITS AND EXPENSES -- NATIONAL TEAM TRYOUTS, PRACTICE AND COMPETITION</p> <p>Effective Date: August 1, 2013</p>	<p>To specify that a student-athlete may receive actual and necessary expenses and reasonable benefits associated with national team practice and competition; further, to specify that an institution may provide actual and necessary expenses for an unlimited number of national team tryouts and championship events.</p>	<p>This proposal will simplify the current legislation by establishing a general rule that allows actual and necessary expenses and reasonable benefits associated with national team practice and competition. Further, an institution may use discretion to provide expenses for a student-athlete's participation in an unlimited number of national team tryouts. Such permissive regulations will enhance student-athlete success and well-being and eliminate the need for prescriptive legislation.</p>

Summary of Preliminary Division I Women's Basketball Recruiting Model Concepts

Feature	Current Rules	Women's Basketball Recruiting Subcommittee Recommendations	Additional Comments/Outstanding Issues
Recruiting Calendar Evaluations			
<i>October</i>	Evaluations at certified nonscholastic events permitted during Friday, Saturday and Sunday of fall contact period.	<ul style="list-style-type: none"> • Maintain: Permit evaluations at certified nonscholastic events during Friday, Saturday and Sunday of fall contact period. • Maintain: Evaluation period may not conflict with ACT/SAT testing dates. 	
<i>April</i>	Five-day evaluation period. Evaluations at certified nonscholastic events permitted during Friday, Saturday and Sunday of Spring evaluation period.	<ul style="list-style-type: none"> • Maintain: Five-day evaluation period. • Maintain: Permit evaluations at certified nonscholastic events during Friday, Saturday and Sunday of Spring evaluation period. • Maintain: Evaluation period may not conflict with ACT/SAT testing dates. • Change: Period may not conflict with Easter. 	<ul style="list-style-type: none"> • Will be seeking feedback from the WBCA on whether to keep the current October/April format or to add an additional/third nonscholastic evaluation weekend in April.
<i>July</i>	Evaluations permitted at certified nonscholastic events during a total of 14 days in July. The 14 days consist of, consecutively, a seven-day evaluation period, a 10-day dead period, a seven-day evaluation period and a two-day dead period (7-10-7 format).	<ul style="list-style-type: none"> • Maintain: Current rule adopted in April 2012 and effective August 1, 2012 (Proposal No. 2011-54). 	

Feature	Current Rules	Women's Basketball Recruiting Subcommittee Recommendations	Additional Comments/Outstanding Issues
Communication with Prospective Student-Athletes			
Types	Phone, email, fax only.	<ul style="list-style-type: none"> Change: Eliminate restrictions on all modes of communication. 	<ul style="list-style-type: none"> RWG: Current recommendation of removal of restrictions on all modes of communication in all sports.
Phone call frequency	<ul style="list-style-type: none"> One telephone call during the month of April of the individual's junior year in high school on or after the Thursday after the conclusion of the NCAA Division I Women's Final Four. One telephone call during the month of May of the individual's junior year in high school. One telephone call on or after June 1 through June 20 of the individual's junior year in high school. One telephone call on or after June 21 through June 30 of the individual's junior year in high school. Three telephone calls during the month of July following the individual's junior year in high school, with not more than one telephone call per week [see NCAA Bylaw 13.1.6.2.2-(c)]. If an individual attends an educational institution that uses a nontraditional academic calendar (e.g., Southern Hemisphere) the institution may 	<ul style="list-style-type: none"> Change: Permit communication (e.g., phone, text) starting September 1 immediately prior to or at start of PSA's junior year in high school. Maintain: Communication restrictions during July evaluation periods. 	<ul style="list-style-type: none"> RWG: Current recommendation of June 15 at completion of PSA's sophomore year in high school as trigger date for communication and contact in all sports. [Note: Women's Basketball communication restrictions during July evaluation periods would be maintained.]

Feature	Current Rules	Women's Basketball Recruiting Subcommittee Recommendations	Additional Comments/Outstanding Issues
	<p>begin to place one telephone call per week to the individual beginning on the opening day of classes of the individual's senior year in high school.</p> <ul style="list-style-type: none"> • Thereafter, one telephone call per week outside a contact period and unlimited telephone calls during a contact period. 		
Off-Campus Contacts and Evaluations			
Off-campus contact starting point	July 1 after junior year of high school.	<ul style="list-style-type: none"> • Change: Off-campus contacts may be made with a prospective student-athlete beginning September 1 immediately prior to or at start of PSA's junior year in high school. • Change: Contacts during the junior year only at the prospect's educational institution or at the prospect's residence. 	<ul style="list-style-type: none"> • RWG: Current recommendation of June 15 at completion of PSA's sophomore year in high school as trigger date for contact and communication in all sports. • Current rule limiting visits to prospect's educational institution to not more than once a week would remain applicable.
Off-campus contact in conjunction with an evaluation	Prohibited during evaluation period.	<ul style="list-style-type: none"> • Change: Permit recruiting opportunities with juniors and seniors to be either contacts or evaluations. Contacts may not be made during the time period when classes are in session or during the entire day of a prospective student-athlete's competition. 	<ul style="list-style-type: none"> • RWG: Considering redefinition of recruiting or dead periods in all sports. During recruiting periods contact and evaluations permissible (no longer distinguish).

Feature	Current Rules	Women's Basketball Recruiting Subcommittee Recommendations	Additional Comments/Outstanding Issues
Official Visits			
<i>Starting Point</i>	Senior year of high school. May not occur during a dead period.	<p>Change: The Thursday following the women's basketball national championship game of the prospect's junior year in high school through the senior year of high school.</p> <ul style="list-style-type: none"> • Current requirements (standardized test score, high school transcript, register with NCAA Eligibility Center, placed on institution's IRL) necessary to provide an official visit remain applicable. • Included in the total number of permissible visits for the prospective student-athlete and the institution. • Permits official visits during the summer, but not during dead or July evaluation periods. 	<ul style="list-style-type: none"> • RWG: Considering (no recommendation yet) January 1 of the junior year through the senior year of high school; one per institution.
<i>Travel Expenses</i>	Prospective Student-Athlete	Change: May be provided to the prospective student-athlete and two parents/legal guardians.	

Feature	Current Rules	Women's Basketball Recruiting Subcommittee Recommendations	Additional Comments/Outstanding Issues
Other Concepts			
On-campus skill evaluations (OCE) formerly known as tryouts	Prohibited	<ul style="list-style-type: none">• Permit OCEs similar to regulations adopted in men's basketball. See Attachment A.	<ul style="list-style-type: none">• Subcommittee suggests evaluating OCE regulations after a two-year period.
Academic and Access Model for Prospective Student-Athletes and Student-Athletes	Countable athletically related activities during the summer are prohibited.	<ul style="list-style-type: none">• Permit summer access similar to academic and access model adopted in men's basketball. See Attachment B.	

On-Campus Evaluations (OCE) -- Women's Basketball Prospective Student-Athletes**Effective Date: Immediate**

Who may Participate	The OCE shall involve only high school seniors and two-year college prospects who have exhausted eligibility or four-year transfer student-athletes.
When	<ul style="list-style-type: none"> • The OCE shall not be conducted prior to the conclusion of the prospect's season and may be conducted no later than the opening day of the institution's fall term. • The OCE shall be conducted during a prospect's official or unofficial visit.
Details of OCE	<ul style="list-style-type: none"> • The OCE may be no longer than two hours in duration and may involve the institution's enrolled student-athletes. The OCE must be included in the institution's 20-hours of countable athletically related activities if it occurs during the institution's playing season or during the institution's two hour of skill instruction (as part of the eight hours per week) if conducted outside the playing season. • Current prohibitions regarding activities for enrolled student-athletes one week prior to final exams would remain applicable.
How Many	<ul style="list-style-type: none"> • An institution may provide only one OCE per prospect. • The rules governing OCEs apply separately to the time period in which a prospect completes high school eligibility and to the time period after the prospect enrolls in a collegiate institution.
Health and Safety Issues	Additional regulations related to the health and safety of the OCE participants (e.g., medical examinations) that currently exist in the Division II tryout model also will apply.

Summer Access to Women's Basketball Student-Athletes

	Incoming Freshman, and Two-Year and Four-Year College Transfers	Student-Athletes Following Completion of the First Year of Collegiate Enrollment	Student-Athletes Following Completion of the Second Year of Collegiate Enrollment	Student-Athletes Following Completion of the Third Year of Collegiate Enrollment
Requirements for Summer Access to Student-Athletes	<p>Must be enrolled in summer school.</p> <p>*For incoming freshmen at national service academies participating in basic training programs, enrollment in summer school would not be necessary.</p>	<p>Must be enrolled in summer school,</p> <p style="text-align: center;">OR</p> <p>If not enrolled in summer school, must present a 2.2 grade point average (GPA) and have successfully completed 30 semester/45 quarter credit hours.</p>	<p>Must be enrolled in summer school,</p> <p style="text-align: center;">OR</p> <p>If not enrolled in summer school, must present a 2.2 GPA and shall have completed successfully at least 50 percent of the course requirements in the student's specific degree program.</p>	<p>Must be enrolled in summer school,</p> <p style="text-align: center;">OR</p> <p>If not enrolled in summer school, must present a 2.2 GPA and shall have completed successfully at least 75 percent of the course requirements in the student's specific degree program.</p>
<p>Summer Access = Eight hours per week of weight training, conditioning and skill instruction (two-hour limit on skill instruction) for a maximum of eight weeks. Summer access may occur only when student-athlete is enrolled in summer school (e.g., six-week summer school session would permit participation in athletics activities for only six weeks), unless student-athlete meets the specified opt-out academic benchmarks.</p>				
<p>Effective Date: Immediate.</p>				

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.** Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
 - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive **athletics aid and practice on or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for **competition on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 14 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 16 Core Courses (2013 and After)

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

BACK TO AGENDA

Sliding Scale A		
<i>Use for Division I prior to August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

Sliding Scale B			
<i>Use for Division I beginning August 1, 2016</i>			
NCAA DIVISION I SLIDING SCALE			
GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

NCAA Division I Initial Eligibility and Two-Year College Educational Outreach

Overview.

In October 2011, the NCAA Division I Board of Directors voted to adopt legislation implementing recommendations to improve the academic success of student-athletes. The NCAA Division I Academic Cabinet and the NCAA Division I Committee on Academic Performance, created a package of proposals aimed at improving academic success. The package of proposals included increased initial-eligibility standards, increased two-year college transfer standards, an amendment to the NCAA Division I Academic Performance Program to establish an academic standard of 930 for participation in the postseason and an increased penalty benchmark of 930.

With the aforementioned proposals now codified in legislation, the need for clearly defined implementation efforts and educational outreach initiatives is paramount. This document serves to provide an overview of educational outreach efforts related exclusively to the new initial-eligibility and two-year college transfer standards.

Educational Outreach Developments.

Since the Board of Directors meeting in October 2011, NCAA staff has acknowledged the need to develop an educational plan that considers and addresses the concerns of institutions, athletics conferences, prospective and current student-athletes and outside organizations regarding the impact of the newly adopted academic legislation. To date, NCAA staff has:

1. Established an internal working group for the purpose of developing an educational outreach plan that will ensure ongoing education of key constituents regarding newly adopted academic legislation.
2. Established an internal working group to develop a comprehensive, user-friendly resource page on NCAA.org that is devoted to academic matters.
3. Initiated a review of past and current educational outreach efforts, as well as existing communication channels.
4. Engaged the NCAA Eligibility Center in an examination of its outreach, education and engagement plan.
5. Identified and connected with various academic advising, faculty and sport-specific organizations and associations regarding NCAA academic standards and available academic resources.
6. Created an internal tracking sheet of annual conventions, conferences and in-person meetings held by athletic conferences, coaches associations, professional organizations

[e.g., National Association of Academic Advisors for Athletics (N4A), National Academic Advising Association (NACADA), National Federation of State High School Associations (NFHS)] and other key groups; many of which have already served as valuable forums for the sharing of information regarding recently adopted academic legislation.

Educational Outreach Broad Objectives.

The national office is committed to providing the membership and associated groups with viable educational resources that will allow them to be proactive in creating a culture that supports the academic success of student-athletes. In the coming months, the NCAA staff aims to:

1. Identify and address critical issues facing internal and external constituents relative to educational outreach.
2. Continue to identify and develop strategies for fostering collaboration with various outside organizations.
3. Continue to seek collaborative relationships with member institutions and the two-year college community in an effort to facilitate the sharing of information, resources and expertise with institutional staff members, coaches, prospective and current student-athletes.
4. Manage NCAA partnerships and educational outreach with academic and faculty organizations in a way that encourages regular and constructive dialogue regarding newly adopted academic legislation.
5. Solicit membership input regarding education, engagement and outreach initiatives.
6. Establish policies and procedures that ensure timeliness, consistency and accuracy in the delivery of information.
7. Explore new mediums (e.g., social media, video) for educational outreach purposes.

Educational Outreach Staff-Specific Objectives.

The initial-eligibility and two-year college educational outreach campaign requires effective collaboration amongst several national office groups; five of which will serve critical roles in engaging and educating internal and external constituents regarding the increased academic standards. Below is a brief description of each group, as well as an overview of each group's goals relative to initial eligibility and two-year college education outreach:

Academic and Membership Affairs.

The academic and membership affairs staff, a department of the NCAA's membership and student-athlete affairs group, works to assist the membership in understanding the regulations that govern intercollegiate athletic programs, implementing academic reform initiatives to encourage increased academic success, providing educational resources relative to NCAA legislation, interpretations and academic programs, and conducting comprehensive self-studies of intercollegiate athletics programs. Academic and membership affairs is primed to disseminate information regarding the initial-eligibility and two-year college academic standards to the membership, as well as select outside organizations. The academic and membership affairs staff is committed to the education and outreach of:

1. Coaches associations (e.g., American Football Coaches Association, National Association of Basketball Coaches, Women's Basketball Coaches Association, etc.).
2. Affiliate groups/professional organizations within higher education (e.g., N4A, NACADA, etc.).
3. Professional sports organizations (e.g., National Basketball Association, National Football League, Major League Baseball, etc.).
4. National governing bodies (e.g., USA Football, USA Track and Field, etc.).
5. Philanthropic organizations that fund college scholarships (e.g., United Negro College Fund).
6. Churches and religious organizations.
7. Youth basketball and football sports organizations/communities (e.g., 7-on-7 football organizations, AAU basketball and football teams, iHoops online community, etc.).
8. Regional and national convention/event operators and attendees (e.g., Indiana Black Expo, Future Farmers of America, etc.).

Communications.

The NCAA communications department, the division responsible for developing and disseminating Association-related contest and information, is committed to advancing NCAA messages regarding increased academic standards. Moving forward, the group will seek to:

1. Leverage existing social media platforms to distribute information relative to the new academic standards (e.g., Facebook, Twitter, YouTube, etc.).
2. Explore the possibility of public service announcements regarding the NCAA's commitment to the academic success of student-athletes.
3. Engage and educate the media regarding the new academic legislation.
4. Recognize intercollegiate athletic administrators, member institutions, conferences and affiliate groups for their commitment to educational outreach.
5. Respond to media inquiries regarding the increased academic standards.
6. Tailor messages to target audiences (e.g., prospective student-athletes, high school coaches).
7. Explore the use of radio and television geared toward the coverage of high school athletic events.

Corporate Alliances.

The corporate alliances staff oversees the NCAA Corporate Champion and Corporate Partner Program, which is committed to developing marketing and promotional activities surrounding NCAA championships. The program is comprised of several corporations, all of whom emphasize the role of athletics in higher education through their commitment of dollars, personnel and expertise, as well as their support of NCAA youth clinics and fan interactive experiences. The corporate alliances staff aims to:

1. Educate existing and potential corporate partners regarding the increased academic standards, and the resulting marketing and promotional opportunities.
2. Use "on-air talent" during NCAA championships to educate viewers about the new initial-eligibility and two-year college transfer standards.
3. Explore ways in which to engage EA Sports, the developer of sports video games, in educational outreach efforts.

NCAA Eligibility Center.

The mission of the NCAA Eligibility Center is to ensure college-bound student-athletes, member institutions and high schools understand the requirements to participate in NCAA Division I and Division II athletics and to certify college-bound student-athletes' academic and amateur

credentials in accordance with NCAA standards. The work of the NCAA Eligibility Center will be vital to the success of the initial-eligibility educational outreach effort. The group is committed to the education and outreach of:

1. States, counties and high school districts with the largest nonqualifier and academic redshirt populations.
2. Youth basketball and football sports organizations/communities (e.g., 7-on-7 football organizations, AAU basketball and football teams, iHoops online community, etc.).
3. High school associations (e.g., American School Counselor Association, National Association of Secondary School Principals, NFHS, etc.).

Additionally, the NCAA Eligibility Center is committed to the development, enhancement and distribution of:

1. Email blasts.
2. E-newsletters.
3. Brochures.
4. Existing publications (e.g., NCAA Guide for the College-Bound Student-Athlete).
5. Posters.

Enforcement.

The NCAA enforcement program is committed to ensuring integrity and fair play among the NCAA membership, and imposing appropriate and fair penalties if and when violations occur. Enforcement works closely with the basketball and football communities. As such, the group will be instrumental in engaging prospective student-athletes, coaches, administrators and event operators regarding initial-eligibility and two-year college transfer standards. Examples of educational outreach by the enforcement group include:

1. Presentations to prospective student-athletes, high school coaches and event operators at select basketball and football events.
2. Distribution of educational materials at select basketball and football events.
3. Distribution of educational materials to basketball event operators during the basketball event and summer league certification process.

4. Collaboration with the parents of former prospective student-athletes who are assisting the NCAA Division I Basketball Focus Group with general outreach and education.

Membership Input.

Membership input regarding initial-eligibility and two-year college educational outreach efforts is welcome and encouraged. If you wish to submit recommendations and/or feedback regarding the proposed educational outreach initiatives, please contact Juliette Kenny at jkenny@ncaa.org.

NCAA Division I Initial-Eligibility Standards

1. Introduction.

In October 2011, as part of an academic reform initiative to embed academic success, the NCAA Division I Board of Directors (Board) adopted new initial-eligibility standards and new two-year college transfer standards. In addition, the Board revised the NCAA Division I Academic Performance Program penalty structure and adopted academic requirements for access to postseason competition.

This document is intended to educate the Division I membership and affiliate organizations regarding the new initial-eligibility standards, explain the Board's rationale, including the data on which the Board's decisions were based, and discuss the potential impact on access to higher education. In addition, this document will set forth membership suggestions for enhancing the new standards and identify the extensive outreach efforts to provide notice and education to member institutions, conferences, prospective student-athletes and outside organizations.

2. Summary of New Division I Initial-Eligibility Standards.

The new initial-eligibility standards require student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2016, to meet increased requirements to be eligible for athletics competition in the initial year of full-time enrollment at a Division I institution. Specifically, there are two primary components of the new initial-eligibility standards for competition:

- a. The sliding-scale index (combination of standardized test score and core-course grade-point average) will increase by approximately 0.500 grade-point average units for a given standardized test score; and
- b. A core-course progression will be required. Beginning with 2016 certifications, 10 (of the required 16) core courses must be completed prior to the seventh semester of high school. Seven of the 10 core courses must be in English, math or natural or physical science. In addition, the 10 core courses completed prior to the seventh semester must be used in the final academic certification (i.e., cannot be repeated for grade-point average purposes after the seventh semester begins).

Student-athletes who meet current qualifier requirements (which will remain essentially unchanged)¹, but do not meet the new initial-eligibility standards, will be eligible, as academic redshirts, to receive athletically related financial aid in the initial year of full-

¹ The Division I sliding-scale index will be slightly recalibrated to address an indexing discontinuity and reflect changes in the relationship between SAT and ACT that have occurred since the sliding-scale index was last modified in 2003. The recalibrated sliding-scale index was developed with assistance from ACT, Educational Testing Service and the College Board.

time enrollment. In addition, academic redshirts may practice in the initial term of full-time enrollment and may earn practice in subsequent terms, provided they successfully complete nine semester-hours or eight quarter-hours of academic credit in the preceding term of full-time enrollment. Academic redshirts may not, however, compete in the initial year of full-time enrollment.

3. Rationale for New Standards.

a. Academic Preparedness.

The new initial-eligibility standards are one component of a broader academic package that is designed to embed academic success into collegiate athletics. Part of the academic package is a shift from simply obtaining eligibility to compete in college athletics to demonstrating academic success in high school that indicates student-athletes are academically prepared to succeed in the initial year of full-time enrollment and eventually graduate from a Division I institution. Thus, the new standards emphasize academics as a first expectation and a commitment toward academic success and graduation.

In addition, the focus on academic preparation, not just eligibility, furthers the purpose of student-athletes arriving on campus ready to learn, being supported when they are enrolled and holding student-athletes, coaches, teams and institutions accountable for academic performance. It also puts an emphasis on providing the best opportunity for all student-athletes to receive a quality education upon entering a Division I institution. As such, student-athletes who have stronger academic profiles and are likely to be academically successful during their initial year of enrollment will be allowed to compete immediately, while student-athletes who are more at risk academically (academic redshirts) will have an opportunity to concentrate on academics for one year prior to being eligible for athletics competition. The goal of this shift is to increase the likelihood of academic success in the initial year of full-time enrollment and emphasize a commitment toward graduation from a Division I institution.

b. Configuration.

The new initial-eligibility standards continue to use core-course grade-point average, ACT or SAT scores and core-course accumulation. However, they are combined in a more nuanced way to identify student-athletes at risk of academic difficulties in college and provide an opportunity for institutions to intervene in educationally-appropriate ways through an academic redshirt year in the initial year of full-time enrollment.

In addition, it is important for student-athletes to prepare for college at a steady pace and take college preparatory courses not only in a steady progression, but also in an academically-appropriate manner. As a result, student-athletes will have to demonstrate academic progress throughout high school and not just during their senior year (grade 12) to be eligible for athletics competition in the initial year of full-time enrollment at a Division I institution.

c. Academic Redshirt Year.

The goal of the academic redshirt year is to provide appropriate and targeted interventions, as well as proper instruction, assistance, structure and resources, to assist academically at-risk student-athletes with their transition to college and ultimately provide student-athletes the best opportunity to succeed. It is also expected that the academic redshirt year will help student-athletes initially manage their time commitments involved in Division I athletics and promote graduation as the primary expectation among all Division I student-athletes. Practice is permitted in the initial term of full-time enrollment to allow academic redshirts to establish a bond with their teammates and coaches that enhances student-athlete retention; however, failure to demonstrate academic success in the preceding term of enrollment by passing nine semester- or eight quarter-hours will result in a lack of practice opportunities in the subsequent academic term. It will be important for member institutions to identify an academic plan that includes quality interventions and provides the academic support necessary to be successful during the academic redshirt year.

d. Notice.

In April 2012, the Board voted to amend the effective date for the new initial-eligibility standards from 2015 to 2016. The Board's action ensured that individuals who were already enrolled in grade nine when the new standards were adopted (October 2011) would not be subject to or adversely impacted by the new standards. In addition, the 2016 effective date provides extended notice and more time for educational-outreach initiatives, as well as the opportunity for individuals who begin grade nine during the 2012-13 academic year to adjust their high school academic preparation to meet the new standards.

4. Data Analysis.

The NCAA Division I Academic Cabinet and the NCAA Division I Committee on Academic Performance spent considerable time reviewing research regarding initial-eligibility regulations prior to creating the package of proposals to improve academic success. After a thorough evaluation of research data regarding the academic preparation and behaviors of Division I student-athletes, as well as extensive discussion by

committees, presidents and Division I members, the Board adopted new initial-eligibility standards.

The new standards were designed to identify student-athletes with a high likelihood of academic success in the initial year of full-time enrollment at a Division I institution. In adopting the new initial-eligibility standards, the Board considered the following data:

- a. The best predictors of academic success in the first year of collegiate enrollment are a combination of high school core-course grade-point average and ACT or SAT score. The new standards were designed to appropriately weight these two predictors based on how they project collegiate academic success;
- b. Student-athletes whose high school academic performance predicts an average of C grades or worse in their first year of collegiate enrollment are most at risk of not graduating. The current sliding scale, which will remain essentially unchanged and will be used to determine whether a student-athlete is initially eligible for athletics aid and practice (in the first term), is set at a level that predicts approximately a C average in the first year of collegiate enrollment;
- c. Student-athletes who meet the new initial-eligibility standards have a composite high school academic record (based on grades in core courses and ACT or SAT score) that predicts approximately a 2.600 grade-point average (B and C grades) in the first year of collegiate enrollment;
- d. Prospective student-athletes on a Division I Institutional Request List in 2010 completed an average of 19.4 core courses in high school;
- e. Qualifiers complete an average of 15.4 core courses after six semesters and nonqualifiers complete an average of 11.5 core courses after six semesters; and
- f. 81.1 percent of nonqualifiers and 99.9 percent of qualifiers have at least 10 core courses after six semesters, while 78.7 percent of nonqualifiers and 99.6 percent of qualifiers have at least seven core courses in English, math and natural or physical science after six semesters. Thus, while the vast majority of student-athletes are completing core courses in an educationally-appropriate progression, the data show a subset of unsteady core-course accumulations.

5. Impact on 2010-11 First-Year Student-Athletes.

The data below reflect the number of first-year student-athletes who would not have been eligible for athletics competition during the 2010-11 academic year had the new initial-

eligibility standards been effective². However, it is important to note that 2010-11 first-year student-athletes were not subject to the new standards, so the percentages below do not account for students who would have adjusted their academic preparation if they had knowledge in high school that a new standard was required to compete in the initial year of full-time enrollment at a Division I institution. Previous increases to initial-eligibility standards suggest that some student-athletes will enhance their academic preparation, so the eventual impact could be substantially lower.

- a. 15 percent of first-year student-athletes;
- b. 41 percent of first-year men's basketball student-athletes; and
- c. 35 percent of first-year football student-athletes.

6. Potential Impact on Access to Higher Education, Minorities and Sports.

a. Access to Higher Education.

Based on current NCAA data, it is estimated that approximately 15 percent of student-athletes who enter a Division I institution meet the academic risk standard and would be required to take an academic redshirt year if the new standards were effective today. However, the academic redshirt year does not limit opportunity or access to higher education, as student-athletes who meet the current qualifier standard (which will remain essentially unchanged) will still be eligible to practice, receive athletically related financial aid and be part of the team, which provides intangible benefits.

Furthermore, the new initial-eligibility standards are not designed to make attendance at a Division I institution less attainable. There are essentially no new restrictions on the receipt of athletically related financial aid. In fact, the purpose of the academic redshirt year is to provide academically at risk student-athletes with a transitional year to adapt and gain the academic foundation necessary to be successful in college.

An academic redshirt year will assist student-athletes who are most at risk of academic difficulties in college, but outcomes will likely depend on the manner in which student-athletes and institutions use that year. It will be important for member institutions to not only provide meaningful academic interventions that increase academic redshirts' potential for eventual graduation, but also design and

² The impact on 2010-11 first-year student-athletes corresponds approximately to the percentages of student-athletes in each subgroup who are not currently earning a degree, according to the Graduation Success Rate.

implement quality interventions that will result in positive academic growth during the academic redshirt year.

b. Impact on Minority Student-Athletes.

Historically, academic reform initiatives have increased graduation rates. For example, the overall Graduation Success Rate (GSR) increased from 74 percent to 82 percent from 1995 to 2004, during which a number of academic reform initiatives were implemented. During that same time, the GSR for African-American student-athletes increased by 12 percent (56 percent to 68 percent). As a result of increases in GSR and increased access for minority student-athletes with initial-eligibility changes in 2003, there were almost 600 more African-American student-athletes in the 2004 cohort than the 1995 cohort. Even more importantly, there were over 900 more African-American graduates in 2004 than 1995. It is also important to note that student-athletes in virtually all subgroups continue to graduate at higher rates than nonathlete counterparts. This has been the result of a culture change in college athletics, greater focus on student-athlete graduation through academic support initiatives, more rigorous academic standards and summer school attendance, among other academic initiatives.

In addition, throughout academic reform efforts, including the removal of a strict cut line on ACT and SAT scores in 2003, which resulted in increased participation and graduation by minority student-athletes, NCAA governance bodies have been thoughtful and cognizant of the impact of standards on student-athletes, including those from racial or ethnic minority groups. Currently, graduation rates and the total number of degrees conferred to African-American student-athletes are at all-time highs, and by not tying first-year participation to athletics aid, the expected outcome of the new initial-eligibility standards is to see continued increases in participation by racial or ethnic minority student-athletes (or student-athletes from disadvantaged economic backgrounds), while enhancing the likelihood of graduation. The impact of the new initial-eligibility standards will be closely studied to ensure that these intended consequences are occurring.

c. Impact on Football and Men's Basketball Student-Athletes.

Currently, football and men's basketball GSRs and Academic Progress Rates (APR) lag behind those of other sports:

- 1) Two out of three football and men's basketball student-athletes earn a degree, according to the GSR (versus 80 percent among student-athletes in total), meaning that one in three football and men's basketball student-athletes leave school without graduating.

- 2) Just over half of the first-year student-athletes in football (55 percent) and less than half of the first-year student-athletes in men's basketball (48 percent) earn a degree from the Division I institution at which they initially enroll full time.
- 3) Average APRs in football and men's basketball are about 25 points behind the national average and their trend lines have flattened over the last few years, meaning it is unlikely that the graduation gap will close on its own in the short term.
- 4) According to the 2010 NCAA GOALS study, more than 50 percent of Division I football student-athletes and 75 percent of men's basketball student-athletes think it is at least somewhat likely they will play professionally (of 5,500 Division I men's basketball student-athletes, approximately 50 might make an NBA team).
- 5) In football and men's basketball, about one in 10 first-year student-athletes earn less than a 2.000 grade-point average in the initial year of enrollment and three in 10 are below 2.300. These student-athletes are at elevated risk of not graduating, especially if they transfer (transfers with this type of academic performance in the first year graduate at 10 to 20 percent lower rates than those with similar academics who do not transfer), and stand to benefit most from an academic redshirt year.

Thus, although the new standards may have a greater initial impact on first-year football and men's basketball student-athletes, it is anticipated that the new standards will provide a better opportunity for these student-athletes to demonstrate academic success in the initial year of full-time enrollment and ultimately graduate from a Division I institution.

7. Educational Outreach.

Given that individuals who begin grade nine in the fall of 2012 will be subject to the new initial-eligibility standards, educational outreach initiatives are paramount. The NCAA national office is committed to providing viable educational resources and has developed an educational plan that considers and addresses the concerns of institutions, conferences, prospective student-athletes and outside organizations.

As part of the outreach initiative, NCAA staff has identified and connected with various academic advising, faculty and sport-specific organizations and associations regarding NCAA academic standards and available academic resources, as well as identified annual conventions, conferences and in-person meetings held by conferences, coaches associations, professional organizations and other key groups. In addition, the national

office initial-eligibility outreach campaign involves a collaborative effort by staff members in academic and membership affairs (coaches associations, professional sports organizations, national governing bodies), communications (social media, public service announcements), corporate alliances (corporate partners, messaging during NCAA championships), the NCAA Eligibility Center (high school associations, youth sports organizations, email blasts, E-newsletters, brochures, posters) and enforcement (presentations, distribution of materials at football and basketball events).

8. Alternatives.

Since the adoption of the new initial-eligibility standards, there has been extensive discussion from Division I members regarding ways to enhance the standards while ensuring that student-athletes are academically prepared for success in the initial year of full-time enrollment at a Division I institution. Below are examples of suggested enhancements to the standards:

- a. **Waivers Based on Summer School Performance:** Permit student-athletes who meet certain academic standards during summer school (e.g., credit hours in core subject areas, grade-point average) prior to initial full-time enrollment to receive a waiver of the academic redshirt year and be eligible for competition.
- b. **Waivers Based on APR:** Establish an annual waiver provision for institutional programs that sustain a high APR, which demonstrates an overall institutional commitment to student-athlete academic success.
- c. **Eligibility in Second Term:** Permit academic redshirts to be eligible for competition in the second term of full-time enrollment, provided academic benchmarks are met in the initial term of full-time enrollment.
- d. **Travel to Bowl Game:** Allow academic redshirts to travel to the institution's bowl game, provided academic benchmarks are met in the initial term of full-time enrollment.
- e. **Split Effective Dates:** Maintain the August 1, 2016, effective date for the core-course progression but delay the new sliding-scale index until 2018 or 2020.
- f. **Educational Communication:** Permit coaching and noncoaching staff members to educate prospective student-athlete and non-prospective student-athlete aged individuals regarding academic standards to ensure appropriate involvement of campus personnel in the overall educational efforts. For example, legislation could permit unlimited written or electronic communications between head coaches and individuals enrolled in grade eight solely for educational purposes

regarding initial-eligibility standards or permit noncoaching personnel to provide in-person education to junior high and high school students regarding initial-eligibility requirements.

9. Conclusion.

The Academic Cabinet, Committee on Academic Performance and Board of Directors have taken a thoughtful, data-based approach in amending the initial-eligibility standards as part of the academic package adopted by the Board in October 2011. It is a positive sign that the most recent overall Division I GSR is 82 percent and the overall Division I APR is nearly 975. Given the new initial-eligibility standards, it is anticipated that more student-athletes will graduate from Division I institutions.

The NCAA will monitor outcomes of the new initial-eligibility standards for intended and unintended consequences. Ultimately, the new standards emphasize academics as a first expectation and provide the best opportunity for all student-athletes to receive a quality education upon entering a Division I institution. As part of this initiative, it is imperative to ensure that student-athletes are academically prepared prior to engaging in athletics competition. In addition, institutions must provide appropriate academic support and student-athletes, coaches, teams and institutions must be held accountable for academic performance.



P.O. Box 6222
Indianapolis, Indiana 46206
Telephone: 317/917-6222

Shipping/Overnight Address:
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202

www.ncaa.org

VIA ELECTRONIC MAIL

MEMORANDUM

August 20, 2012

TO: Executive Directors and Chief Executive Officers of Select Coaches
Associations.

NCAA Division I Conference Commissioners.

FROM: Walter Harrison, chair
NCAA Division I Committee on Academic Performance.

SUBJECT: Newly Adopted NCAA Division I Initial-Eligibility Standards and
Educational Efforts.

During its October 2011, meeting, the NCAA Division I Board of Directors adopted new initial-eligibility standards effective August 2016. The new standards require prospective student-athletes to meet higher academic standards in order to compete during their first year at an NCAA Division I institution. This fall, the high school freshman class will be the first class subject to the new standards, increasing the importance of educational outreach.

The NCAA staff is coordinating an educational outreach effort regarding new initial-eligibility requirements, helping to ensure the education of all key constituents (e.g., prospects, parents, high school coaches). This outreach effort will necessitate the involvement of Division I member institution's personnel in helping reach high school personnel in their local and recruiting regions. Moreover, current recruiting legislation limits the amount and type of engagement college coaches can have in the education of prospective student-athletes. Thus, the NCAA Division I Committee on Academic Performance is seeking input regarding a broadening of current legislation to allow college coaches to have contact and communication with prospect age and younger individuals for the sole purpose of educating them on the new academic requirements. The committee is not interested in expanding actual recruiting opportunities, but rather only in loosening restrictions around college coaches helping to educate prospects on the new initial-eligibility standards. The committee is also examining the role noncoaching personnel play in these educational efforts.

The purpose of this communication is to solicit feedback regarding modification to current recruiting rules aimed at enhancing coaches' opportunities to help educate prospective student-athletes regarding the new initial-eligibility standards.

N a t i o n a l C o l l e g i a t e A t h l e t i c A s s o c i a t i o n

An association of over 1,200 members serving the student-athlete

Equal Opportunity/Affirmative Action Employer

BACK TO AGENDA

MEMORANDUM

Page No. 2

Initial input from your membership is requested by **September 10, 2012**. It is anticipated that the Committee on Academic Performance will discuss this topic and review feedback during its October 2012, meeting, with the intention of making a recommendation to the Board for consideration during its October 2012, meeting.

Attached with this letter are materials that outline the specific discussion items. Please provide feedback from your association or conference to Jenn Fraser, NCAA Director of Academic and Membership Affairs (jfraser@ncaa.org) not later than September 10, 2012.

Thank you in advance for your thoughtful feedback.

WH:alg

Enclosures

cc: Select NCAA Staff

Please provide feedback from your membership to Jenn Fraser (jfraser@ncaa.org) with the NCAA staff not later than **September 10, 2012**.

Guiding Principles:

1. A successful outreach and education initiative regarding the newly adopted initial-eligibility standards to prospective student-athletes and younger individuals is paramount.
2. A shared outreach effort between the NCAA and member institutions, including coaching and noncoaching staff personnel, will have the most significant impact in reaching prospective student-athletes.
3. Current legislation and interpretations inhibit the involvement of institutional personnel in educating prospect-aged and younger individuals about the newly adopted standards.
4. The intent behind broadening current legislation is for the sole purpose of educating prospects on the new academic requirements and not to permit earlier recruiting access.

Questions for Consideration:

1. Do you agree with the guiding principles on which legislative recommendations would be based? If not, why? What other principles, if any, should be added?
2. Should institutional personnel be permitted to use only educational materials created by the NCAA to educate or should institutions be permitted to create unique materials for the purpose of introducing the newly adopted standards?
3. Should outreach and education in the form of presentations not be restricted by the recruiting calendar or location?
4. Should the less restrictive recruiting rules permit only additional written/electronic communication and not in-person or “live” communication?
5. Any additional comments or suggestions your association/conference has for the committee as it considers this matter?

Outreach and Education Options for New Initial-Eligibility Standards

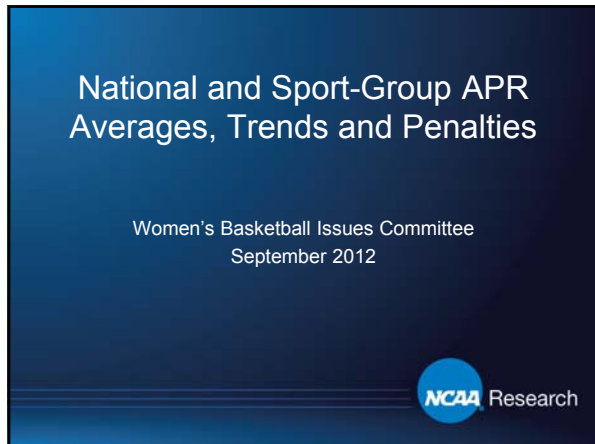
WRITTEN CORRESPONDENCE (e.g., letters, email)	Grade 8/Earlier	Grade 9	Grade 10	Grade 11	Grade 12
<i>Current Legislation Coaches and Administrators</i>	<ul style="list-style-type: none">No initiated contact.May respond to prospect’s request but no recruitment information.Send NCAA documents at any time.		Men’s Basketball/ Men’s Ice Hockey General correspondence June 15 after sophomore year (mail or email).*	All Other Sports General correspondence September 1 of junior year (mail or email).	
<i>Options to Consider</i>	May respond to prospect’s requests generally with NCAA documents that may be amended to include an introduction and salutation but no recruitment information.	Institutions may send material created by the NCAA in institutionally branded envelopes. OR			
		<ul style="list-style-type: none">Coaches/administrators may initiate and send education documents created by institution, electronically or hard copy, to local sports clubs/teams and prospects (e.g., admissions standards, initial-eligibility requirements, and prerequisites).Design is at institution’s discretion; may include logo, letterhead, color, etc.Correspondence may include attachments of institutional educational documents and video. Video created for athletics to educate prospective student-athletes on requirements; no recruiting information, but coach/administrator may participate.			
PRESENTATIONS (in-person educational sessions)		Grade 9	Grade 10	Grade 11	Grade 12
<i>Current Legislation Coaches and Administrators</i>	<ul style="list-style-type: none">No off-campus contacts before July 1 following junior year or opening day of senior year classes.**Coaches may speak at meeting if initiated by educational institution and no recruiting presentation; coach may not have contact and no evaluations (general rule, more restrictive sport specific not included).				
				Men’s Basketball <ul style="list-style-type: none">Off-campus contacts shall not be made with an individual (or his relatives or legal guardians) before the opening day of his junior year of high school.Contacts that occur during the junior year during recruiting periods other than the April recruiting period may only occur at the prospective student-athlete’s educational institution.During the April recruiting period of a prospective student-athlete’s junior year, contacts may occur at either the prospective student-athlete’s educational institution or residence.	
<i>Options to Consider</i>	Proactive educational presentations at local events (e.g., state high school basketball championships, local team) so long as no recruiting exists and initiated by institution or organization.	<ul style="list-style-type: none">No contact restrictions if presentation is for education only (e.g., may have one-on-one contact with parent with additional questions) and no recruiting conversations occur.Permissible at any venue and at any time including prospective student-athlete’s educational institution.Initiation does not have to be from educational institution – institution may initiate (e.g., help educate local organizations or high school).			

BACK TO AGENDA

Division I 2-4 Transfer Requirements	
For individuals enrolled full-time at two-year college before August 1, 2012	For individuals enrolled full-time at two-year college on or after August 1, 2012
<p style="text-align: center;">Qualifier</p> <p>Eligible for competition in first academic year in residence if:</p> <ul style="list-style-type: none"> Spent at least one full-time semester/quarter in residence at two-year college (excluding summer); Minimum GPA of 2.000; and Completed average of at least 12 semester/quarter hours of transferable credit for each full-time term at two-year college. <p style="text-align: center;">Not a Qualifier</p> <p>Eligible for practice, competition, and institutional aid in first academic year in residence if:</p> <ul style="list-style-type: none"> Graduated from two-year college; Completed minimum 48-semester/72-quarter hours, including six-semester/eight-quarter hours of English and three-semester/four-quarter hours of math; Attended two-year college full-time for at least three semesters/four quarters (excluding summer); and Minimum GPA of 2.000. <p style="text-align: center;">Use of Physical Education Courses (Men's Basketball Only)</p> <p>For both qualifiers and nonqualifiers:</p> <ul style="list-style-type: none"> No more than two credit hours of PE activity courses may be used to fulfill requirements. More than two credit hours may be used if SA is enrolling in PE degree. Up to the minimum for that program may be used. <p style="text-align: center;">Use of Summer Hours Earned*</p> <ul style="list-style-type: none"> No more than 18-semester/27-quarter hours may be earned during summer terms. No more than nine-semester/13.5 quarter hours may be earned during the summer immediately prior to transfer. <p style="text-align: center;">Transferable GPA*</p> <ul style="list-style-type: none"> Grades earned in all courses normally accepted by certifying institution must be used regardless of grade earned. Only last grade earned in repeated course can be used. 	<p style="text-align: center;">Qualifier</p> <p>Eligible for competition in first academic year in residence if:</p> <ul style="list-style-type: none"> Spent at least one full-time semester/quarter in residence at the two-year college (excluding summer); Minimum GPA of 2.500; and Completed average of at least 12 semester/quarter hours for each full-time term at two-year college. <p style="text-align: center;">Not a Qualifier</p> <p>Eligible for practice, competition, and institutional aid in first academic year in residence if:</p> <ul style="list-style-type: none"> Graduated from two-year college; Completed minimum 48-semester/72-quarter hours, including six-semester/eight-quarter hours of English, three-semester/four-quarter hours of math, and three-semester/four-quarter hours of natural/physical science credit; Attended two-year college full-time for at least three semesters/four quarters (excluding summer); and Minimum GPA of 2.500. <p>Eligible for practice and institutional aid in the first academic year in residence if:</p> <ul style="list-style-type: none"> Graduated from two-year college; Satisfactorily completed minimum 48-semester/72-quarter hours, including six-semester/eight-quarter hours of English, three-semester/four-quarter hours of math, and three-semester/four-quarter hours of natural/physical science credit; Attended two-year college full-time for at least three-semester/four-quarters (excluding summer); and Minimum GPA of 2.000. <p style="text-align: center;">Use of Physical Education Courses (ALL SPORTS)</p> <p>For both qualifiers and nonqualifiers:</p> <ul style="list-style-type: none"> No more than two credit hours of PE activity courses may be used to fulfill requirements. More than two credit hours may be used if SA is enrolling in PE degree. Up to the minimum for that program may be used.

**Applies to all 2-4 transfers, regardless of when full-time enrollment at two-year college was initiated.*

<div> <div>Division II</div> <div>2-4 Transfer Requirements</div> </div>	
<div> <div> <div>Qualifiers</div> <div>(with no previous four-year college attendance)</div> </div> <div> <p>Eligible for practice, competition, and athletics aid in first academic year in residence if:</p> <ul style="list-style-type: none"> • Attended two-year college full-time for at least one full-time semester/quarter (excluding summer); • Completed an average of 12-semester/12-quarter hours for each full-time term of attendance at two-year college; and • Minimum GPA of 2.000. </div> <div> <div>All Other Qualifiers, Partial Qualifiers, and Nonqualifiers</div> <div> <p>Eligible for practice, competition, and athletics aid in first academic year in residence if:</p> <ul style="list-style-type: none"> • Attended two-year college full-time for at least two semesters/three quarters (excluding summer); and one of the following: • Graduated from two-year college (at least 25 percent of credit hours earned at two-year college that awards degree); or • Completed average of 12-semester/12-quarter hours for each full-time term of attendance at two-year college with GPA of 2.000. </div> <div> <div>Transferable GPA</div> <ul style="list-style-type: none"> • Grades earned in all courses normally transferable to certifying institution are considered in determining GPA regardless of if grade earned makes course unacceptable for degree credit. • Only last grade earned in repeated course can be used. </div> </div> </div>	



Average Four-Year APRs
Includes 2007-08 through 2010-11 Academic Years

	Four-Year Average
Overall	973 (+3)
Baseball	965 (+6)
Men's Basketball	950 (+5)
Football	948 (+2)
Women's Basketball	970 (+2)

Notes: (1) APR displayed for all squads submitting data for 2010-11 (N=6,412)
(2) Numbers in parentheses are point changes from 4-year APRs reported in May 2011.
(3) Changes in aggregates over time reflect changes in academic behaviors, changes in the institutional composition of Division I and changes in how retention was calculated beginning with 2007-08 data.

Distribution of Multi-Year APRs (All Squads)

APR Range (Raw)	4-Year Aggregation after 2007-08	4-Year Aggregation after 2008-09	4-Year Aggregation after 2009-10	4-Year Aggregation after 2010-11
0 - 599	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
600-699	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
700-799	5 (0.1%)	2 (0.0%)	0 (0.0%)	0 (0.0%)
800-824	4 (0.1%)	4 (0.1%)	4 (0.1%)	3 (0.0%)
825-849	22 (0.3%)	6 (0.1%)	5 (0.1%)	3 (0.0%)
850-874	54 (0.9%)	32 (0.5%)	25 (0.4%)	14 (0.2%)
875-899	131 (2.1%)	89 (1.4%)	76 (1.2%)	47 (0.7%)
900-924	377 (6.0%)	297 (4.6%)	241 (3.8%)	186 (2.9%)
925-949	1,081 (17.1%)	993 (15.5%)	847 (13.2%)	720 (11.2%)
950-974	1,960 (31.0%)	1,967 (30.7%)	1,852 (28.8%)	1,800 (28.1%)
975-999	2,234 (35.3%)	2,427 (37.9%)	2,732 (42.5%)	2,881 (44.9%)
1000	455 (7.2%)	594 (9.3%)	640 (10.0%)	758 (11.8%)
Total Squads	6,323	6,411	6,422	6,412

Notes:
• 2.6 transfer adjustment available to one of four cohorts in the 2007-08 aggregate, two of the four in the 2008-09 aggregate, three of the four in the 2009-10 aggregate and all four in the 2010-11 aggregate.
• Raw APR only used for penalty determination if 4-year squad size at or above 30.

Average APRs by Sport
(Four-Year APR for 2007-08 thru 2010-11)

MEN'S SPORT	# Teams	Four-Year APR Average
Baseball	297	965
Basketball	344	950
Cross Country	314	973
Fencing	18	970
Football (FBS)	120	952
Football (FCS)	123	944
Golf	298	973
Gymnastics	16	983
Ice Hockey	58	982
Lacrosse	60	972
Rifle (co-ed)	23	973
Skating	11	975
Soccer	203	968
Swimming	137	974
Tennis	260	973
Track (Indoor)	258	963
Track (Outdoor)	277	965
Volleyball	23	976
Water Polo	22	979
Wrestling	80	969

WOMEN'S SPORT	# Teams	Four-Year APR Average
Basketball	342	970
Bowling	34	957
Crew	84	986
Cross Country	341	981
Fencing	22	978
Field Hockey	78	990
Golf	254	985
Gymnastics	62	988
Ice Hockey	34	987
Lacrosse	91	987
Skating	12	983
Soccer	321	980
Softball	288	978
Swimming	196	985
Tennis	321	982
Track (Indoor)	312	974
Track (Outdoor)	318	975
Volleyball	327	980
Water Polo	33	980

Aggregate Trends in Single-Year APR, Eligibility and Retention



Changes in the APR Distribution among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average APR	Median APR	APR Distribution Standard Deviation
2003-04	960.6	971	44.2
2004-05	960.6	971	43.6
2005-06	961.4	971	42.1
2006-07	964.3	974	39.6
2007-08	971.2	981	35.4
2008-09	973.0	983	34.3
2009-10	973.8	984	35.5
2010-11	974.0	983	32.4

Notes:

- (1) Rates include adjustments and delayed graduation points.
- (2) Analyses based on N=5,828 squads that have sponsored the sport within Division I during all eight years of the APR program.
- (3) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red).

Changes in the Eligibility Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average Eligibility Rate	Eligibility Distribution Standard Deviation
2003-04	965.2	54.4
2004-05	963.6	52.0
2005-06	963.9	51.3
2006-07	966.6	49.5
2007-08	969.8	45.7
2008-09	972.8	43.0
2009-10	974.3	43.5
2010-11	974.3	40.4

Notes:

- (1) Analyses based on N=5,828 squads that have sponsored the sport within Division I during all eight years of the APR program.
- (2) Median eligibility rates were at or near 1000 in each of the years (approximately 50% of all squads lose no eligibility points in a given year).

Changes in the Retention Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average Retention Rate	Median Retention Rate	Retention Distribution Standard Deviation
2003-04	953.9	964	52.1
2004-05	954.2	966	53.6
2005-06	954.7	964	51.7
2006-07	957.1	967	49.5
2007-08	967.7	980	41.5
2008-09	968.9	981	40.8
2009-10	969.4	982	41.3
2010-11	970.2	982	38.8

Notes:

- (1) Analyses based on N=5,828 squads that have sponsored the sport within Division I during all eight years of the APR program.
- (2) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red).

**Changes in the Average APR, Eligibility Rate and Retention Rate
among all Squads Submitting Data in Each Year (2003-04 to 2010-11)**

Number of Squads = 5,828	Average APR	Average Eligibility	Average Retention
2003-04	961	965	954
2004-05	961	964	954
2005-06	961	964	955
2006-07	964	967	957
2007-08	971	970	968
2008-09	973	973	969
2009-10	974	974	969
2010-11	974	974	970

Notes:

- (1) Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years of APR program.
- (2) Eligibility and retention rates do not include delayed graduation points (APR does include them).
- (3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.

Sport Trends in Single-Year APR, Eligibility and Retention



APR, Eligibility and Retention Trends in Baseball, Men's Basketball and Football

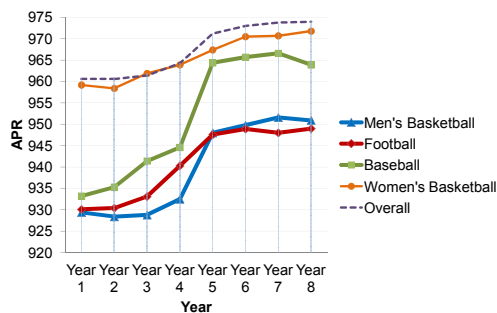
APR	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	933.2	935.3	941.4	944.6	964.4	965.7	966.6	963.9
Men's Basketball	929.4	928.4	928.8	932.5	948.0	949.8	951.6	950.9
Football	930.1	930.4	933.1	940.3	947.6	948.9	948.0	949.0
Women's Basketball	959.2	958.4	961.9	963.9	967.4	970.5	970.7	971.8

ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	940.6	938.0	940.2	950.4	968.3	967.6	972.3	969.8
Men's Basketball	936.5	935.3	935.9	947.3	958.1	956.4	960.7	960.3
Football	921.2	919.5	921.8	929.1	934.3	938.3	936.9	939.7
Women's Basketball	970.8	968.4	974.8	973.9	970.5	976.6	977.1	977.0

RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	919.2	923.5	930.6	928.4	947.1	952.6	952.1	950.7
Men's Basketball	917.0	910.5	909.2	907.1	928.1	934.8	932.7	931.8
Football	933.7	933.3	935.9	941.5	949.6	949.7	949.6	949.7
Women's Basketball	945.0	944.8	945.3	949.8	959.9	960.2	961.6	963.7

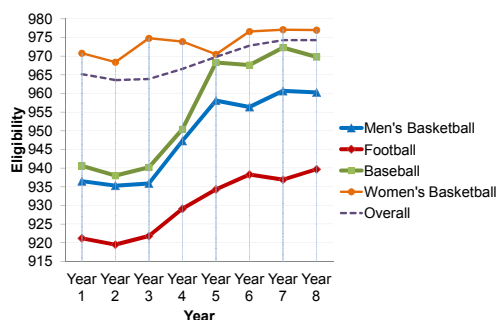
Notes:
 1. Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
 2. APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red). Change did not affect eligibility rate calculation.

APR Trends in Baseball, Men's Basketball and Football



Notes:
 1. Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
 2. APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change = Year 5 on graph). Change did not affect eligibility rate calculation.

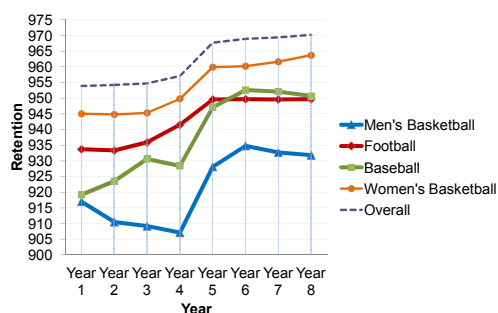
Eligibility Trends in Baseball, Men's Basketball and Football



Notes:

- Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
- APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change = Year 5 on graph). Change did not affect eligibility rate calculation.

Retention Trends in Baseball, Men's Basketball and Football



Notes:

- Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
- APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change = Year 5 on graph). Change did not affect eligibility rate calculation.

Average APRs by Sport for Men's Teams (Single-Year APRs in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	933	935	941	945	964	966	967	964
Basketball	929	928	929	932	948	950	952	951
Cross Country	959	961	962	966	967	971	978	979
Football	930	930	933	940	948	949	948	949
Golf	963	960	962	962	973	978	974	969
Ice Hockey	971	972	967	971	980	981	982	981
Lacrosse	969	972	976	973	975	975	976	974
Soccer	954	953	953	961	969	969	970	966
Swimming	973	962	965	970	973	977	974	978
Tennis	959	966	959	967	969	970	976	974
Track (Indoor)	951	951	949	956	959	965	965	964
Track (Outdoor)	951	952	950	956	961	966	967	964
Wrestling	944	938	944	947	965	959	962	959

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

**Average Eligibility Rates by Sport for Men's Teams
(Single-Year Eligibility Rates in Sports with 50 or More Teams)**

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	941	938	940	950	968	968	972	970
Basketball	937	935	936	947	958	956	961	960
Cross Country	957	966	963	962	962	968	973	974
Football	921	919	922	929	934	938	937	940
Golf	971	966	967	964	975	979	977	971
Ice Hockey	981	980	979	981	984	986	986	985
Lacrosse	974	975	978	981	978	978	979	975
Soccer	962	962	961	967	972	973	974	970
Swimming	970	960	963	967	966	972	972	974
Tennis	970	974	970	973	969	975	982	980
Track (Indoor)	944	941	935	943	942	953	953	952
Track (Outdoor)	943	941	935	942	944	954	954	952
Wrestling	944	933	937	936	956	950	961	952

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years.

**Average Eligibility Rates by Sport for Men's Teams –
2010-11 vs. 2005-06 Single-Year Rate**

Rank	SPORT	2010-11	Δ E-Rate
1	Ice Hockey	985	+6
2	Tennis	980	+10
3	Lacrosse	975	-3
4	Swimming	974	+11
5	Cross Country	974	+11
6	Golf	971	+4
7	Soccer	970	+9
8	Baseball	970	+30
9	Basketball	960	+24
10	Track (Outdoor)	952	+17
11	Track (Indoor)	952	+17
12	Wrestling	952	+15
13	Football	940	+18

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years. Δ E-Rate = 2010-11 single-year eligibility rate minus 2005-06 single-year eligibility rate.

**Average Retention Rates by Sport for Men's Teams
(Single-Year Retention Rates in Sports with 50 or More Teams)**

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	919	923	931	928	947	953	952	951
Basketball	917	910	909	907	928	935	933	932
Cross Country	959	955	959	967	968	971	978	980
Football	934	933	936	941	950	950	950	950
Golf	953	951	955	957	968	974	969	966
Ice Hockey	959	959	952	955	972	972	974	974
Lacrosse	962	968	973	963	970	969	971	970
Soccer	942	940	941	948	960	959	962	956
Swimming	973	962	962	970	976	977	972	978
Tennis	947	957	946	958	966	960	967	965
Track (Indoor)	956	958	958	963	969	970	970	970
Track (Outdoor)	955	958	960	962	971	972	972	970
Wrestling	942	934	941	947	964	959	957	959

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Average APRs by Sport for Women's Teams
(Single-Year APRs in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Basketball	959	958	962	964	967	970	971	972
Crew	985	976	985	987	985	984	986	986
Cross Country	972	971	970	972	979	978	983	986
Field Hockey	983	985	984	983	989	991	989	989
Golf	973	971	977	977	985	985	985	984
Gymnastics	982	982	983	985	988	989	990	987
Lacrosse	983	985	985	986	987	991	988	989
Soccer	972	972	973	976	978	981	980	982
Softball	966	966	965	970	977	979	979	979
Swimming	978	979	979	979	983	984	988	984
Tennis	969	970	973	970	984	983	976	987
Track (Indoor)	965	965	964	965	971	972	976	977
Track (Outdoor)	966	966	966	967	971	974	977	978
Volleyball	968	970	969	972	979	980	980	979

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Average Eligibility Rate by Sport for Women's Teams
(Single-Year Eligibility Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Basketball	971	968	975	974	970	977	977	977
Crew	989	981	986	987	986	983	985	985
Cross Country	977	975	976	975	978	980	984	986
Field Hockey	989	993	990	991	992	994	994	994
Golf	980	975	982	984	986	990	987	987
Gymnastics	983	981	983	987	987	988	988	989
Lacrosse	992	989	991	990	990	991	989	991
Soccer	983	982	980	983	981	983	984	985
Softball	971	971	970	974	978	981	979	981
Swimming	982	983	984	980	982	986	990	984
Tennis	981	979	984	982	989	987	984	990
Track (Indoor)	966	962	959	961	964	965	971	973
Track (Outdoor)	966	964	959	962	963	966	971	973
Volleyball	978	980	979	983	984	984	983	982

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years.

Average Eligibility Rates by Sport for Women's Teams –
2010-11 Rate vs. 2005-06 Rate

Rank	SPORT	2010-11	Δ E-Rate
1	Field Hockey	994	+4
2	Lacrosse	991	+0
3	Tennis	990	+6
4	Gymnastics	989	+6
5	Golf	987	+5
6	Cross Country	986	+10
7	Crew	985	-1
8	Soccer	985	+5
9	Swimming	984	+0
10	Volleyball	982	+3
11	Softball	981	+11
12	Basketball	977	+2
13	Track (Outdoor)	973	+14
14	Track (Indoor)	973	+14

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years. Δ E-Rate = 2010-11 single-year eligibility rate minus 2005-06 single-year eligibility rate.

Average Retention Rate by Sport for Women's Teams
(Single-Year Retention Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Basketball	945	945	945	950	960	960	962	964
Crew	981	971	982	984	981	982	984	984
Cross Country	966	966	962	965	976	975	981	983
Field Hockey	976	976	975	973	986	987	981	983
Golf	965	966	971	969	982	978	981	979
Gymnastics	979	980	981	983	987	988	992	985
Lacrosse	974	980	977	979	983	988	985	985
Soccer	960	960	963	966	972	976	973	977
Softball	961	958	956	961	973	975	977	973
Swimming	973	974	973	975	982	980	984	983
Tennis	956	959	961	957	976	978	967	982
Track (Indoor)	963	966	966	965	974	975	977	979
Track (Outdoor)	964	966	969	967	975	977	979	980
Volleyball	956	958	956	958	973	974	974	974

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Trends in APR 0-for-2s



Rank Ordering of Single-Year 0-for-2 Rates by Sport (2010-11)

MEN'S SPORT	Percent 0-for-2	WOMEN'S SPORT	Percent 0-for-2
Football	4.8%	Basketball	2.3%
Basketball	4.4%	Track (Indoor)	1.7%
Wrestling	3.6%	Track (Outdoor)	1.5%
Baseball	3.4%	Softball	1.4%
Golf	2.9%	Volleyball	1.4%
Track (Indoor)	2.8%	Golf	1.3%
Track (Outdoor)	2.7%	Swimming	1.1%
Soccer	2.7%	Cross Country	1.1%
Lacrosse	2.6%	Soccer	1.1%
Swimming	2.3%	Crew	0.8%
Ice Hockey	1.9%	Tennis	0.7%
Cross Country	1.7%	Gymnastics	0.6%
Tennis	1.5%	Lacrosse	0.6%
		Field Hockey	0.6%

Notes: Analysis based on N=6,412 squads that sponsored the sport within Division I during 2010-11

Changes in the Number of 0-for-2s among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Number of 0-for-2s on these Squads	Percent of Total Student-Athlete Cohort
2003-04	3,811	3.6%
2004-05	3,847	3.6%
2005-06	3,618	3.3%
2006-07	3,196	2.9%
2007-08	2,972	2.7%
2008-09	2,824	2.5%
2009-10	2,685	2.4%
2010-11	2,779	2.5%

Notes:

- (1) Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years.
- (2) "0-for-2" defined as student-athletes separating from a school while academically ineligible.
- (3) 0-for-2 counts based on cohort definitions - SAs playing multiple sports could appear as multiple 0-for-2s.
- (4) Change from 2004-05 to 2010-11 represents a 27% reduction in the number of 0-for-2s.
- (5) Across all 6,412 current squads, there were 2,995 0-for-2s (out of 122,483 SAs in cohort; 2.4% of total)

Trends in Number of 0-for-2s -- Student-Athletes Leaving School While Academically Ineligible

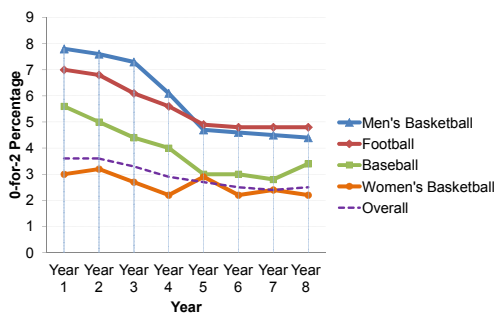
SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Men	2,894 (5.1%)	2,889 (4.9%)	2,689 (4.5%)	2,393 (4.1%)	2,139 (3.6%)	2,055 (3.4%)	1,987 (3.3%)	2,091 (3.5%)
Women	917 (1.9%)	958 (2.0%)	929 (1.9%)	803 (1.6%)	833 (1.6%)	769 (1.5%)	698 (1.3%)	688 (1.3%)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	413 (5.6%)	381 (5.0%)	337 (4.4%)	307 (4.0%)	235 (3.0%)	213 (3.0%)	189 (2.8%)	233 (3.4%)
Men's Basketball	319 (7.8%)	316 (7.6%)	308 (7.3%)	254 (6.1%)	198 (4.7%)	193 (4.6%)	188 (4.5%)	182 (4.4%)
Football	1,302 (7.0%)	1,283 (6.8%)	1,151 (6.1%)	1,046 (5.6%)	934 (4.9%)	913 (4.8%)	935 (4.8%)	928 (4.8%)
Women's Basketball	135 (3.0%)	146 (3.2%)	121 (2.7%)	98 (2.2%)	129 (2.9%)	100 (2.2%)	107 (2.4%)	99 (2.2%)

Notes:

- (1) Analyses based on squads that sponsored the sport within Division I during all eight years. Rifle participants not included in gender breakdown.
- (2) N = Number of student-athletes leaving school while ineligible ("0-for-2s") during that academic year (includes SAs who left ineligible after exhausting their eligibility).
- (3) % = Percentage of individuals in that sport who were 0-for-2s in that academic year.

**Yearly 0-for-2 Rates by Sport
(% of SAs Participating that became APR 0-for-2 in that Year)**



Notes:

Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include all men's and women's sports, including the four sports displayed.

Trends in the Number of Transfer Student-Athletes



APR as a Function of Transfer Status (Semester schools only)

Student Category	2009-10 APR	2010-11 APR
Non-Transfers	971	970
2-Year Transfers	925	926
4-Year Transfers	950	950



2010-11 Transfer Composition of Division I Student-Athlete Population (by Sport)

	Overall	Baseball	Men's Basketball	Football	Women's Basketball
Non-Transfers	88.3%	77.2%	73.5%	87.2%	83.3%
2-year Transfers	5.3%	19.9%	15.6%	7.7%	8.4%
4-year Transfers	6.4%	2.9%	10.9%	5.1%	8.3%



2010-11 Transfer Composition of Division I Student-Athlete Population

MEN'S SPORT	2-year	4-year	WOMEN'S SPORT	2-year	4-year
Baseball	19.9%	2.9%	Basketball	8.4%	8.3%
Basketball	15.6%	10.9%	Bowling	4.4%	8.8%
Cross Country	2.5%	7.6%	Crew	1.4%	4.0%
Football	7.7%	5.1%	Cross Country	2.3%	6.2%
Golf	4.4%	7.8%	Field Hockey	0.3%	3.2%
Ice Hockey	2.0%	4.0%	Golf	2.3%	7.7%
Lacrosse	0.8%	3.4%	Gymnastics	0.5%	2.9%
Skiing	0.0%	11.0%	Lacrosse	0.8%	3.4%
Soccer	3.6%	11.2%	Skiing	0.0%	10.2%
Swimming	1.9%	4.6%	Soccer	1.3%	5.5%
Tennis	2.3%	15.0%	Softball	6.2%	4.7%
Track (Indoor)	3.9%	7.9%	Swimming	0.9%	4.6%
Track (Outdoor)	4.2%	7.8%	Tennis	1.7%	13.0%
Wrestling	2.5%	4.4%	Track (Indoor)	3.0%	6.6%
			Track (Outdoor)	3.0%	6.5%
			Volleyball	4.8%	8.0%

Trends in Transfer Composition of Division I Student-Athlete Population

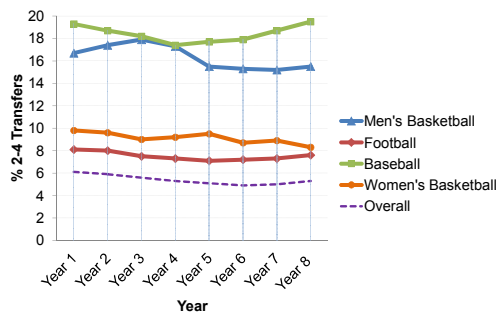
	Overall							
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	86.7%	86.8%	87.2%	87.5%	88.0%	88.6%	88.7%	88.4%
2-year Transfers	6.1%	5.9%	5.6%	5.3%	5.1%	4.9%	5.0%	5.3%
4-year Transfers	7.2%	7.2%	7.2%	7.2%	6.9%	6.5%	6.3%	6.4%

Trends In Number (Percent) of Transfers Into Division I: Women's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,744 (82.6)	3,770 (83.1)	3,821 (84.2)	3,800 (83.6)	3,768 (83.6)	3,768 (84.1)	3,749 (83.6)	3,703 (83.5)
2-year Transfers	445 (9.8)	434 (9.6)	409 (9.0)	418 (9.2)	427 (9.5)	391 (8.7)	397 (8.9)	368 (8.3)
4-year Transfers	341 (7.5)	331 (7.3)	309 (6.8)	326 (7.2)	313 (6.9)	324 (7.2)	338 (7.5)	364 (8.2)

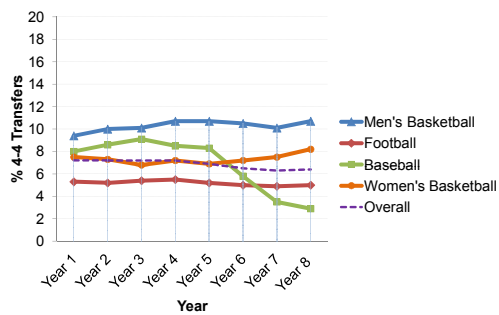
Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight year period.

Trends in the Proportion of Two-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include all men's and women's sports, including the four sports displayed.

Trends in the Proportion of Four-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include all men's and women's sports, including the four sports displayed.

APR Point Adjustments



What are APR point adjustments?

- Under certain conditions, the NCAA may excuse a lost APR eligibility or retention point in a team's APR calculation. For example, a student leaving school in a given term while academically eligible would normally lose that team a retention point. If that student received an adjustment because they met the criteria for the professional sports departure adjustment, their retention point loss would be excused.
- There are several circumstances under which teams may be eligible to receive adjustments to lost eligibility or retention points in the APR calculation:
 - Student-athlete leaves school while academically eligible with a GPA of 2.6 or higher (and other academic factors met) and transfers immediately as a full-time student to another four-year college (retention point loss adjusted).
 - Student-athlete leaves school while academically eligible to pursue a professional sports opportunity (retention point loss adjusted).
 - Student-athlete or family member illness / personal difficulties, natural disaster, family hardship, degree program or sport discontinued, opportunity to compete in Olympics or other international competition (eligibility and/or retention point loss adjusted).



Number of APR Adjustments Granted by Sport Grouping (2010-11 AY)

	Transfer	Professional Departure	Other Eligibility or Retention	Overall Total
Men's Baseball (297 teams)	177	309	9	495
Men's Basketball (344 teams)	161	64	14	239
Men's Football (243 teams)	160	155	40	355
Men's Other (2,058 teams)	579	135	47	761
Women's Basketball (342 teams)	163	11	8	182
Women's Other (3,128 teams)	1,158	28	112	1,298
Total	2,398	702	230	3,330

Note: Includes all N=6,412 squads currently in Division I.



Professional Sports Departure Adjustments to APR

- In 2010-11, approximately 700 student-athletes across the 6,412 Division I teams received an APR retention point adjustment associated with departing school early (while in academic good standing) for a professional sports opportunity.
- 309 (44%) of these professional sports departure adjustments to APR occurred in the sport of baseball.
- Of the 64 professional departure adjustments in men's basketball, only 5 were for first-year college students (so-called "one-and-done" student-athletes).



Transfer Adjustment Trends by Sport Grouping

	2007-08	2008-09	2009-10	2010-11
Men's Baseball	179	159	172	172
Men's Basketball	137	132	160	156
Men's Football	130	135	168	153
Men's Other	461	463	548	562
Women's Basketball	153	171	183	158
Women's Other	939	1,007	1,083	1,111

Note: Includes only N=6,203 squads in APR each of last 4 years.



Transfer Adjustments to APR

- Over the past four years the transfer adjustments have increased and the total is over 2,300 in the 2010-11 academic year.
- Among high-profile men's sports, men's baseball currently receives the most transfer adjustments.



APR Delayed Graduation Points



Total Number of Delayed Graduation Points

- Over the past eight years 9,822* student-athletes earned APR points for their former team by returning to college after their eligibility expired and earning a degree.
- Among high-profile men's sports, delayed graduation points total:
 - Men's Baseball: 1,241
 - Men's Basketball: 705
 - Men's Football: 2,559
- In other words, 4,505 former student-athletes in these three high-profile men's sports returned to college and graduated, earning their former team APR points. Note that these student-athletes are not typically counted as graduates in the calculation of the federal graduation rate or the GSR.

* Includes all N=6,412 squads currently in Division I.



Distribution of Total Number of Delayed Graduation Points Earned

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
655	995	1,234	1,431	1,568	1,438	1,333	1,168

Note: Includes all N=6,412 squads currently in Division I.




Distribution of Total Number of Delayed Graduation Points Earned

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Overall	653	994	1,226	1,404	1,500	1,360	1,218	1,086
Baseball	107	143	187	161	210	166	125	99
Men's Basketball	48	91	108	92	94	79	84	87
Women's Basketball	24	38	40	48	45	45	29	32
Football	194	286	299	354	398	346	332	296

Note: Includes only N=5,828 squads in APR each of last 8 years.



Penalty Outcomes for Squads Below 900



Divisional Characteristics of Penalties for Squads With 4-Year APRs Below 900					
Category	NCAA Division I FBS	NCAA Division I FCS	NCAA Division I No Football	NCAA Division II or III (multi-divisional)	Total
(A) Level One Penalty	1 (4.8%)	18 (75.0%)	5 (20.8%)	0 (0%)	24
(B) Level Three Penalty	2 (22.2%)	5 (55.6%)	2 (22.2%)	0 (0%)	9
(C) No Penalty	1 (4.8%)	12 (57.1%)	8 (38.1%)	0 (0%)	21
Total	4 (7.4%)	35 (64.8%)	15 (27.8%)	0 (0%)	54

Note: Within-ineligibility category percentages shown. Total number of teams = 6,365.
[2,351 in FBS (36.9%); 2,258 in FCS (35.5%);1,590 in Div. I No FB (25.0%); 166 multi-divisional (2.6%)]
Data include six penalties still under appeal

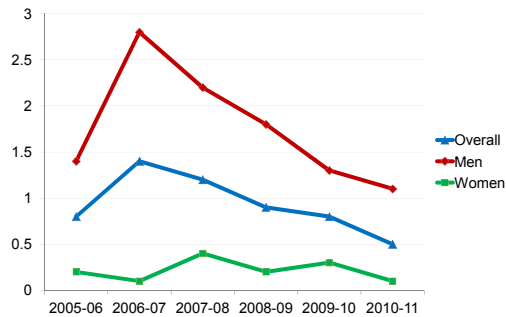
Institutional Characteristics of Squads Below 900 Related to Penalty Outcomes			
Category	Total	HBCU	Low Resource
(A) Level One Penalty	24	15 (63%)	16 (67%)
(B) Level Three Penalty	9	5 (56%)	7 (78%)
(C) No Penalty	21	11 (52%)	20 (95%)
Total	54	31 (57%)	43 (80%)

Note: Within-penalty category percentages shown. Total number of teams = 6,365
387 of the 6,365 teams from historically black colleges and universities (6.0% of total). 745 teams from low resource institutions (11.7% of total).
*Data include penalties still under appeal.

Number of Squads < 900 by Sport and Penalty Outcomes

Team Eligibility	Men's Baseball	Men's Basketball	Men's Football	Other Men's Sports	Women's Sports
(A) Level One Penalty	0 (0%)	9 (38%)	3 (13%)	11 (46%)	1 (4%)
(B) Level Three Penalty	0 (0%)	6 (67%)	2 (22%)	0 (0%)	1 (11%)
(C) No Penalty	3 (14%)	7 (33%)	2 (10%)	3 (14%)	6 (29%)
Total	3 (6%)	22 (41%)	7 (13%)	14 (26%)	7 (13%)

Trends in Proportion of Teams Receiving Historical Penalties



Notes:
Squad-size adjustment was removed for most teams in 2006-07.

**Reasons that Squads with APR Below 900 Were Not Subject to Penalties
(N = 21 Squads)**

Reason	Number of Squads Affected
APR > 930 in Two Most Recent Years	2 (10%)
APR > 950 in Two Most Recent Years	1 (5%)
Low Resource + Old Improvement Standard	18 (86%)

Academic Performance Program

Team Success and Academic Accountability



Access to Postseason Competition

- Qualifying for postseason competition now requires two elements:
 1. Athletic success; and
 2. Minimum academic team success as defined by APR.



Access to Postseason Competition

- 930 NCAA Division I Academic Progress Rate (APR) is the minimum academic standard to participate in postseason competition. Transition to this benchmark to occur over next three years.
- Postseason includes all postseason events conducted after last regular season contest or end of conference tournament (e.g., includes bowl games, NIT, WNIT, etc.).
- Ineligibility postseason includes individual competitors for teams not meeting academic standard.



Transitioning to the 930 APR Requirement for Postseason Access

- Beginning with postseason competition in the 2012-13 academic year, a minimum academic expectation is in place in order to be eligible for postseason competition.
- The following phased in approach has been established:
 - 2012-13 and 2013-14 – access to postseason requires 900 APR.
 - 2014-15 and beyond – access to postseason requires 930 APR.
- More details in later slide.



Access to Postseason

- Access to championships - effective 2012-13.
- Data used for 2012-13 postseason access:
 - 2010-11.
 - 2009-10.
 - 2008-09.
 - 2007-08.



Transition

Championship/ Postseason Competition Year	Multiyear APR to Avoid Ineligibility for Postseason	Two Most Recent Years Average APR to Avoid Ineligibility for Postseason
2012-13	Four-Year APR of 900 or higher OR →	Two most recent single years average of 930 or above.
2013-14	Four-Year APR of 900 or higher OR →	Two most recent single years average of 930 or above.
2014-15	Four-Year APR of 930 or higher OR →	Two most recent years average at or above 940.
2015-16 and beyond	Four-Year APR of 930	N/A

Notes:

1. Improvement Filter applies the second time and beyond a team is subject to postseason ineligibility. This filter requires two most recent single years average at or above 950.
2. Mission filter applies only the first time a team is subject to postseason ineligibility.



Mission Filter for Postseason Access

- Mission filter: Institution is in bottom 15% of resources as defined by the current NCAA Division I Committee on Academic Performance policy AND the team's most recent four year GSR is 50% or higher.
 - Filter provides relief only to access to postseason competition, not to Level-One, -Two or -Three penalties.
 - This filter is only available the first time a team is below the penalty benchmark. A team that is below the penalty benchmark for a second occasion and beyond would not be permitted to use this filter and would therefore be ineligible for postseason competition.



Improvement Filter for Access to Postseason Competition

- Improvement filter for teams that have demonstrated meaningful improvement is defined as:
 - Team must have an average APR of 950 over the two most recent single APR years to demonstrate meaningful improvement.
 - This filter only applies the second time and beyond that a team is subject to postseason ineligibility.



Conference Policy Requirement

- Requires that conferences adopt a written policy regarding teams that do not meet academic requirement to qualify for postseason with respect to the conference's automatic qualification for postseason/championships and revenue distribution.
- Allows conference to develop its own policy. Simply requires a policy exist.



New APP Penalty Structure

- Effective for penalties taken in 2012-13 and beyond.
- Data used for determining penalties taken in 2012-13:
 - 2010-11;
 - 2009-10;
 - 2008-09; and
 - 2007-08.



New APP Penalty Structure: Three Levels

LEVEL-ONE:

Playing and Practice:

(Four hours/one day per week in - season, to be replaced with academic activities)

LEVEL -TWO:

Playing and Practice: Four hours/one day week in-season **AND** out of season four hours out of season reduction **AND**:

Nonchampionship season/spring football eliminated

OR

10% of season/contests for sports with no nonchampionship season.

LEVEL-THREE:

Level-One and Two Penalties plus Menu of Penalties

Teams continue to be subject to Level-Three penalties until APR is above 930.



Penalty Structure: Level-One

- Level-One:
 - Reduction by four hours/one day of practice per week in season. Results in 16 hours per week rather than 20 and five days per week rather than six.
 - Must be replaced by academic activities.



Penalty Structure: Level-Two

- Reduction of four hours/one day of practice per week in season. Must be replaced by academic activities.
- Reduction of four hours of practice per week out-of-season. Must be replaced by academic activities.
- Cancellation of nonchampionship season or spring football.
- For sports without nonchampionship season, 10% reduction in contests and length of season.



Level-Two: Contest Reductions

Examples of contest reductions:

Sport	Legislated Maximum	With 10% Reduction
Baseball	56	50
Men's basketball (with no multiteam event)	29	26
Men's basketball (with MTE)	27 plus the MTE	24 plus the MTE
Women's basketball	29	26
Men's/women's golf	24	22
Men's/women's tennis	25	22



Level-Two: Length of Season Reductions

Examples of season reductions:

Sport	Legislated Maximum	With 10% Reduction
Baseball	132 days	119 days
Men's basketball	October 15 start date	October 25 start date
Football	15 days spring football	No spring practice
Men's/women's golf	144 days	130 days
Men's/women's tennis	144 days	130 days



Penalty Structure: Level-Three Menu of Penalties

- Teams failing to meet benchmark are subject to Level-Three menu of penalties repeatedly. Penalties would vary year-to-year; likely more severe as years progress.
- It is assumed Level-One and –Two penalties apply, plus postseason. In addition, menu of penalties.



Penalty Structure: Level-Three Menu of Penalties

- Menu options:
 - Financial aid penalties (any amount, any type).
 - Practice penalties (reduction of four hours/week and up).
 - Contest reductions (10% up to full season).
 - Restricted membership.
 - Coach-specific penalties, including game restrictions, recruiting restrictions.
 - Restricted access to practice for incoming student-athletes that fall below pre-determined academic standards.
 - Multiyear postseason competition ban.



Level-Three Self-Imposed Penalties

- Institution may self-impose penalties at Level-Three.
- Provides opportunity to "cater" penalties specific to issues team needs to address.
- May or may not be accepted by committee.



Improvement Filter for Penalty Level-Two and -Three

- Improvement filter for teams that have demonstrated meaningful improvement is defined as:
 - Team must have a 950 APR average over the two most recent years to demonstrate meaningful improvement.
 - Does not apply to Level-One penalties; applies to Level-Two and -Three penalties only.



Transitioning to the New 930 Benchmark for APP Penalties

- Beginning with penalties taken in the 2012-13 academic year the following phased in approach will be used:
 - 2012-13 – penalty benchmark 900 APR or a two-year average of 950 or higher (Levels Two and Three only).
 - 2013-14 – penalty benchmark 900 APR or a two-year average of 950 or higher (Levels Two and Three only).
 - 2014-15 and beyond – penalty benchmark 930 APR or a two-year average of 950 or higher (Levels Two and Three only).



APR Benchmarks During Transitional Phase for Level-One, -Two, -Three Penalties

Championship/Postseason Competition Year	Multiyear APR to Avoid Ineligibility Level-One, -Two, -Three Penalties	Improvement Filter
2012-13	Four-Year APR of 900 or higher OR →	Level-One = None. Levels-Two and -Three = Two most recent single years APR average of 950 or higher.
2013-14	Four-Year APR of 900 or higher OR →	Level-One = None. Levels-Two and -Three = Two most recent single years APR average of 950 or higher.
2014-15 and beyond	Four-Year APR of 930 or higher OR →	Level-One = None. Levels-Two and -Three = Two most recent single years APR average of 950 or higher.
** Improvement filter does <u>not</u> apply to Level-One penalties, only to Level-Two and -Three		



APR Benchmarks During Transitional Phase for Level-One, -Two, -Three Penalties

Note on Mission Filter.

- There is no mission filter for Level-One through -Three APP penalties.
- Mission filter used in determining postseason access only.



Three “Clean” Years Concept Penalty Structure

- The current policy that allows teams to “reset” back to Level-One only after three years in which no penalties are assessed continues to apply in the new penalty structure.
- The new penalty structure is cumulative and progressive consistent with the previous penalty structure.



APR Improvement Plans

- Required for all teams under 930 multiyear APR.
- Plans must include element that assesses and evaluates team's academic admissions profiles and academic outcomes with resulting institutional changes.



Limited Resource Institutions (LRI) Exceptions/Transition

- Recommendations came from Limited-Resource Historically Black Colleges and Universities Advisory Group.
- Committee on Academic Performance endorsed with minimal changes.
- Approved by the NCAA Division I Board of Directors in April 2012.
- Effective immediately.



Limited-Resource Institutions Only

- Defined for these purposes as lowest 15 percent of resources per CAP policies, not including any FBS institutions;

Changes include:

1. Longer transition to 930 APR requirement;
2. Opportunity to use previous improvement filter;
3. Requires meaningful APR Improvement Plan.

Details in following slides.



LRI Only – Longer Transition to 930 APR

Championship/ Postseason Competition Year	Multi-year APR to Avoid Postseason Ineligibility and Level 1, 2 or 3 APP Penalties	Single- Year APR Needed to Access Improvement Filter
2012-13	Four-year APR of 900 OR two most recent year APR of 930.	Single-year APR of 900 or better in 2010-11
2013-14	Four-year APR of 900 OR two most recent year APR of 930.	Single-year APR of 900 or better in 2011-12
2014-15	Four-year APR of 910 OR two most recent year APR of 940.	Single-year APR of 930 or better in 2012-13
2015-16	Four-year APR of 920 OR two most recent year APR of 940.	Single-year APR of 930 or better in 2012-13
2016-17	Four-year APR of 930.	Single-year APR of 930 or better in 2012-13



LRI: Use of “Old” Improvement Filter

- Opportunity to use previous APP improvement filter which uses five tests and requires most recent single year APR above benchmark:
 - 900 for 2010-11 and 2011-12 APR.
 - 930 for 2012-13 and beyond APRs.



LRI: Use of “Old” Improvement Filter continued

Improvement is determined by average cohort size for each test cohort.

Average Cohort Size	Increase Needed to Demonstrate Improvement
2	250
3	150
4	110
5	90
6	80
7	70
8-9	60
10-11	50
12-18	40
19-30	30
31 +	20

LRI: Meaningful Improvement Plans Required

- Acceptable APR Improvement plan required in order to use longer transition timeline or improvement filter. Requires:
 - History of implementation for previous plans, if any;
 - Identification of meaningful initiatives that address critical issues;
 - Broad-based campus participation in plan development assessment and oversight;
 - Plan approved by president or chancellor;
 - Team’s projected single year APR results in 930 APR by end of transition period.



LRI: Additional Items

- HBCU/LRI Advisory Group will engage presidents in APP issues.
- Staff to conduct visits to some LRI to educate and engage in dialog regarding APP.
- Best practices developed.
- One president from HBCU/LRI advisory group to serve as ad hoc Committee on Academic Performance member.
- Other.



NCAA Staff Contacts

- NCAA Staff can be reached with comments or questions as follows:
 - Diane Dickman – ddickman@ncaa.org
 - Jenn Fraser – jfraser@ncaa.org



2012-2013 WBCA Board of Directors

President

Charli Turner Thorne/Arizona State University

Vice President

Sue Semrau/Florida State University

Secretary

Beth Burns/San Diego State University

Treasurer

Coquese Washington/Penn State University

Past President

Geno Auriemma/University of Connecticut

Black Coaches Association

Carol Owens/University of Notre Dame

CBI Chair

Connie Hurlbut/Western Athletic Conference

Representatives

Division I/East

Kellie Harper/North Carolina State University

Division I/Mideast

Matthew Mitchell/University of Kentucky

Division I/West

Kelly Graves/Gonzaga University

Division I/Midwest

Aaron Johnston/ South Dakota State University

Division I/At Large

Deb Patterson/Kansas State University

Division I/At Large

Joanne P. McCallie/Duke University

Division I/At Large

Dawn Staley/University of South Carolina

Division I/At Large

Amanda Butler/University of Florida

Division II/Group I

Cleve Wright/Gannon University

Division II/Group II

Carmen Dolfo/Western Washington University

Division III/At-Large

Mary Beth Spirk/Moravian College

Division III/At-Large

Patricia Manning/Williams College

NAIA

Kirsten Moore/Westmont College

JC/CC

Toby Wynn/Seward County Community College

High School

Mary Klinger/Rutgers Prep

Assistant Coaches

Lisa Misphey Fortier/Gonzaga University

Male Coaches of Women's Basketball

Vic Schaefer/Mississippi State University

NCAA Division I Legislative Chair

Jennifer Rizzotti/University of Hartford

NCAA Division II Legislative Chair

Claudette Charney/Hillsdale College

NCAA Division III Legislative Chair

Cristy Thomaskutty/Emory University

Conference Commissioner's Association (CCA) Rep

Rich Ensor/MAAC